

Pupil premium statement (Hampstead Parochial School)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Hampstead Parochial School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	16 (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	October 22
Date on which it will be reviewed	October 23
Statement authorised by	FGB
Pupil premium lead	Kate Roscoe and Ben Williams
Governor / Trustee lead	Ammar Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,800
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,975

Part A: Pupil premium strategy plan

Statement of intent

We are an inclusive school that has high aspirations and ambitious expectations for all learners, including those who are disadvantaged. 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.

High-quality teaching, targeted teaching and wider strategies form the basis of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, this includes targeted support for pupils whose education has been most affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in 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	All children have the opportunity access wider opportunities
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	All children should reach expected standards by the end of KS2.
4	All children have access to wellbeing and mental health support

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Yearly assessments reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• an increase in participation in enrichment activities, particularly among disadvantaged pupils• full access to, and increased participation in, whole school events and trips, including residential trips.

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: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Targeted support. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Continue to review ELS – both appropriateness of the scheme and how it is implemented.</p>	<p>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:</p>	<p>2</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Feel It Programme implementation and review.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £1275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Flagged in our IDSR</p>	6
<p>Ensuring that all children have access to enriching activities are able to attending school clubs, day trips and residential trips by subsidising these trips.</p>	<p>By removing cost as a barrier, the children will have access to enriching activities and experiences</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of other schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified (uniform, trips, fair tokens)</p>	All

Total budgeted cost: £23,975

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 2021 to 2022 academic year.

Gaps in learning were identified as we continued to recover from the pandemic and were prioritised in order to support pupil's making progress from their starting points.

Long term plans were adapted in order to fill gaps in learning, as well as build on prior learning. All Pupil Premium children made at least expected progress from their individual starting points as a result of a carefully planned curriculum and extra interventions.

At the end of KS2 in 2021-22:

Pupil characteristics breakdown

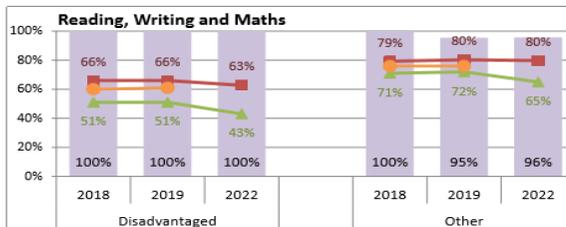
3B) Disadvantaged pupils - % pupils reaching expected standard in each subject, and average scaled scores. Compared to Camden and national results.

2022 Cohort information				
	School		Camden	
	Number	%	Number	%
Disadvantaged	3	12%	772	50%
Other	23	88%	770	50%

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Notes
Disadvantaged pupils are as identified from the DfE file.
This page compares the results of disadvantaged pupils to the same cohort nationally. This differs from DfE analysis, where disadvantaged pupils are compared to those not disadvantaged.



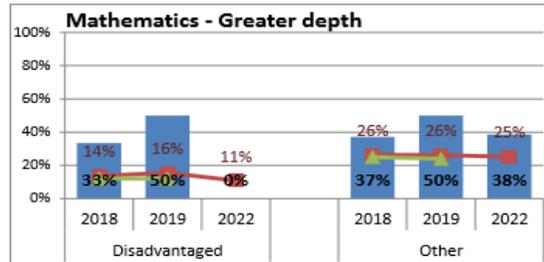
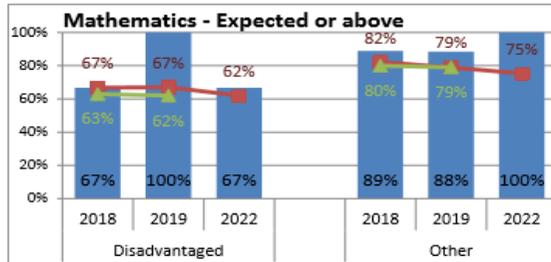
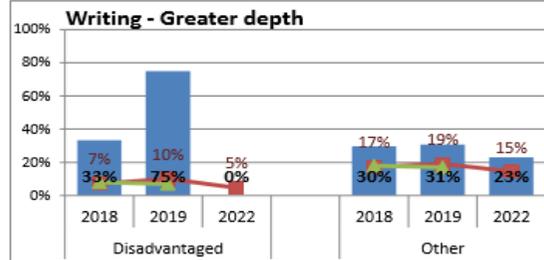
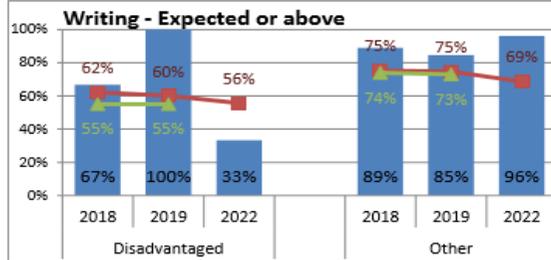
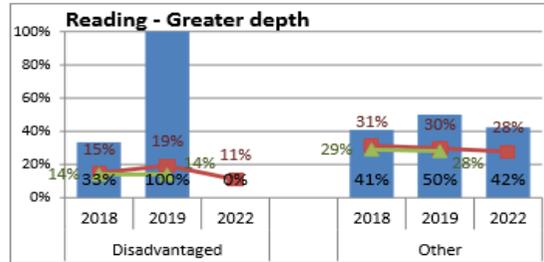
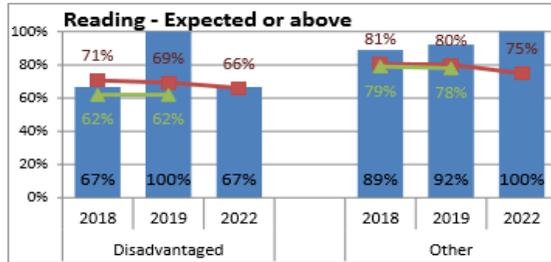
At the end of KS1 in 2021-22

Pupil characteristics breakdown

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2B) **Disadvantaged** - % pupils reaching expected standard and greater depth in each subject

2019 cohort information				
	School		Camden	
	Cohort	%	Cohort	%
Disadvantaged	3	10%	510	36%
Other	26	90%	926	64%



Attendance: See separate Analysis of PA and absence.

Analysis by key groups
1) Analysis of key groups by absence rate

		2018/19 annual			
		School	Camden	National	
		Cohort size	% absence		
School	Primary		Primary		
All pupils		212	3.3%	4.2%	4.0%
Gender	Girl	110	2.9%	4.1%	3.9%
	Boy	100	3.6%	4.3%	4.1%
Unmatched pupils		3	0.0%	7.7%	
Disadvantaged	Disadvantaged	27	4.1%	5.0%	5.6%
	All other pupils	183	3.1%	3.7%	3.5%
FSM eligibility	FSM pupils	15	4.4%	5.3%	6.0%
	All other pupils	194	3.2%	3.7%	3.6%
First Language	Other than English	99	3.7%	4.0%	4.1%
	English	111	2.9%	4.5%	4.0%
SEN	No identified SEN	182	3.2%	3.9%	3.7%
	All SEN pupils	27	3.4%	5.5%	
	SEN Support (K)	25	3.5%	5.2%	5.4%
	Statement / EHCP (S&E)	2	2.9%	6.8%	7.0%
SEN primary need	Speech, language + comm. needs	6	3.3%	5.2%	5.0%
	Social, emotional + mental health	1	7.9%	5.5%	6.5%
	Autistic spectrum disorder	0	#DIV/0!	5.6%	6.0%
	Sensory + physical disability	3	10.8%	6.6%	
	Learning difficulty	9	3.7%	5.3%	
	Other / NSA / unknown	12	3.7%	5.9%	

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		2020/21 annual			
		School	Camden	National	
		Cohort size	% absence		
School	Primary		Primary		
All pupils		204	2.7%	4.3%	3.6%
		113	2.6%	4.2%	3.5%
		91	3.0%	4.4%	3.8%
		0	-	14.2%	
		16	3.4%	5.6%	5.8%
		187	2.7%	3.4%	2.8%
		11	3.8%	5.8%	6.1%
		192	2.6%	3.5%	2.9%
		103	3.4%	4.2%	3.9%
		101	2.1%	4.4%	3.6%
		175	2.7%	3.7%	3.2%
		29	2.9%	6.6%	
		27	3.0%	5.6%	5.2%
		2	2.4%	11.9%	9.8%
		9	2.6%	5.7%	5.1%
		1	0.5%	6.7%	6.9%
		1	5.8%	10.5%	7.3%
		2	5.0%	7.1%	
		6	3.2%	6.2%	
		10	2.6%	6.8%	

		2021/22 - aut / spr combined			
		School	Camden	National	
		Cohort size	% absence		
School	Primary		Primary		
All pupils		175	7.0%	6.5%	5.7%
		90	7.1%	6.5%	
		84	7.0%	6.4%	
		0	-	11.3%	
		15	7.9%	7.3%	
		160	7.0%	5.9%	
		12	7.5%	7.3%	
		163	7.0%	5.9%	
		87	8.2%	6.1%	
		88	5.9%	6.9%	
		158	7.0%	6.1%	
		17	7.4%	7.8%	
		16	7.6%	7.4%	
		1	4.3%	9.8%	
		7	6.2%	7.6%	
		1	6.7%	8.1%	
		1	0.8%	8.2%	
		0	-	10.7%	
		5	11.3%	7.7%	
		3	6.4%	8.0%	

Externally provided programmes

Programme	Provider
Feel It Programme	The Happy Confident Company

Service pupil premium funding (optional) – n/a

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

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.