# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Hemington Primary School |
| Number of pupils in school  | 61 |
| Proportion (%) of pupil premium eligible pupils | 13.2% (8 pupils) |
| 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 | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Andrea Reay |
| Pupil premium lead | Andrea Reay |
| Governor lead | Melvyn Booley, lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (23/24) | £20370 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £22370 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Hemington Primary School pupils, staff and governors live by our ethos of aspire, believe, achieve. This we feel supports our intention that all our pupils, regardless of background or the challenges they may face, make good progress, achieve high attainment across all subject areas and be the best they can in all aspects of school life. Our staff and the governing body are committed to meeting their pastoral, social and academic needs within an inclusive, caring and nurturing environment. We want every child to develop a real love of learning which will stay with them throughout their life. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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. Strategies for the academic year are based upon the latest Education Endowment Foundation Guide to Pupil Premium.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. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils, during the pandemic which was faced. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils make good progress. To ensure they are effective we will: • strive for high educational and personal development outcomes through quality first teaching • 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 • promote opportunities for all, ensuring the pupil premium children receive opportunities to explore the extra-curricular, have a range of cultural capital opportunities to enhance their education, whilst developing their skills and character.• support our bottom 20% of readers in all year groups, regardless of whether they are disadvantaged • track the progress that all children are making to ensure good progress is being made and strategies being used are effective We will ensure that all children have access to enrichment experiences such as residential visits and taking part in an extra-curricular activity. We will monitor attendance and support parents to ensure their child attends school so that there is no gap between the attendance of disadvantaged children and others. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Pupil Premium children with additional needs (SEND) is very high. 42% of PPG are also SEND. |
| 2 | Attendance – 25% of PP pupils are persistently absent. |
| 3 | Specific social and emotional support is needed to access learning in the classroom for many disadvantaged pupils (62.5%).  |
| 4 | Our observations and school surveys indicate that the social and emotional issues have risen in many of our children since lockdown. Wellbeing across the school needs promoting and addressing.  |
| 5 | Pupil’s literacy and numeracy skills below age expected for their year group (75% of PPG pupils). |
| 6 | Some children eligible for Pupil Premium funding are disadvantaged in life experiences. |

## 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.

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| Intended outcome | Success criteria |
| Progression and attainment of PPG pupils with SEND to improve with targeted intervention. | Pupils eligible for PPG make as much progress as non-PPG pupils from Y1-Y6. Close monitoring of progress and attainment through teacher assessment, termly tests book scrutinies and moderation to be carried out within school and with LA cluster group (The Foxes). |
| PPG pupils are in school every day if at all possible, with aim to have over 90% attendance. | Sustained high attendance from 2024/25 demonstrated by:* the overall absence rate for all pupils being no more than 7%, and no attendance gap between PPG pupils and their non-PPG peers.
* the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
* All PPG pupils achieve at least 90% attendance over the whole academic year.
* Families who have more than one PPG pupil are not all taking days off school at the same time.

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| The families and pupils will be better equipped and have raised self-esteem through ELSA provision, wellbeing support and enrichment activities during and after school. | * Pupils have the pastoral support they need to enable them to achieve their potential and to improve resilience.
* Monitored by staff through monitoring of their behaviour, attendance and social thinking.
* Improved academic performance as a result of family and pupil support.
* Qualitative data from pupil voice, pupil and parent surveys and teacher observations gives information on specific requirements of individual pupils.
* A significant reduction in peer-on-peer abuse.
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| A higher percentage of pupil premium children will achieve age related expectations in Reading, Writing and Maths.Off track pupils to make accelerated progress, especially in Reading compared to non-pupil premium pupils. | Pupils eligible for pupil premium make similar progress to non-pupil premium pupils across Key Stage 1 and 2 in Reading, Writing and Maths. Measured in all year groups by teacher assessments and successful moderation practices established across the school and with school cluster group.KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. |
| Ensure pupil premium children have access to a rich curriculum and take up opportunities for enrichment. | Closely monitor pupil premium take-up of clubs and further community enrichment opportunities. Pupils have access to sports’ clubs, Forest school, creative clubs and music lessons that they would not usually have access to outside of school. |

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: £ 17,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |  |
| Enhancement of our reading provision to entice learners to engage more readily with reading material so as to improved reading attainment for disadvantaged pupils at the end of KS2, and close the disadvantaged gap | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.[Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 1,2,5 |
| To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child. | Evidence to support the impact of quality first teaching and targeted support:[The EEF Guide to the Pupil Premium | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium) | 1,2,5 |
| Small group intervention sessions by class teachers and LSA team based on test gap analysis for PP/ borderline pupils | Evidence to support the impact of quality first teaching. The EEF notes that feedback appease to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk) |  |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance so as to achieve national average progress scores in KS2 Maths of at least 0, in 2024 and close the disadvantage gap.We will fund teacher release time to embed key elements of guidance in school (coaching), access Maths Hub resources and White Rose Maths.Ensuring that systems are embedded in teaching in every year group from R-Y6. | 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: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1, 5 |
| To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils by providing the children with a wellbeing room and dedicated sessions led by a trained ELSA. | 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):[EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 2, 3, 4, 6 |

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

Budgeted cost: £3370

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  | 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:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 4 |
| Engaging with the National Tutoring Pro-gramme 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. | 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:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 5 |

**Wider strategies**

Budgeted cost: £3,000

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| Activity | Success CriteriaandEvidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.-Emotion Coaching training for staff ensures a reduction in behaviour incidents-Support from Oakfield Special School and Autism Outreach shows a reduction in behaviour incidents for challenging behaviours of SEND/PP pupils.  | Both targeted interventions and universal approaches can have positive overall effects:[Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)Ensuring parents are aware of the approaches to behaviour management and wellbeing are key to developing a strong sense of collaboration between school and home. [Improving behaviour in schools (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf) | 3 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice and introducing a new whole school attendance system.  | -A new staged attendance will be introduced across the school raise attendance above 90% for all PP pupils. -Reward systems for class attendance will be introduced. -First day phone calls will happen with a trained member of staff The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 2 |
| Access to after school clubs, breakfast clubs and wider experiences for all PPG pupils. This will involve funding for residential trips, cultural excursions, visitors into school to promote both specific academic areas and wider cultural experiences. | EEF case studies show how a rounded approach to provision gives disadvantaged children opportunities to engage in activities they would usually not access and support their progress in SEL as well as academically.[The\_EEF\_guide\_to\_supporting\_school\_planning\_-\_A\_tiered\_approach\_to\_2020-21.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf) | 5 |
| Contingency fund for acute issues.  | Based on our experiences and other similar schools, we have identified a need to set a small amount of funding aside to respond quickly to the needs which have not yet been identified. | All |

**Total budgeted cost: £22370**

# 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 2022 to 2023 academic year.

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| As part of our ongoing assessment procedures, both Key Stage 1 and Key Stage 2 undertook NFER Reading, Writing, Grammar, Spelling and Maths tests. Our Year 2 and our Year 6 children engaged in the end of Key Stage 1 and 2 national tests. By the end of Key Stage 2, 100% of disadvantaged pupils (4) in the Year 6 made outstanding progress. All above national average. There were no disadvantaged pupils at the end of KS1. All pupils achieved both excellent progress and attainment. Whole school training was carried out by Sounds Write. All pupils in Key Stage One now have daily phonics by a recognise synthetic phonics scheme carried out by trained staff. Targeted intervention groups are carried out in Key Stage Two and 1:1 sessions are delivered for those who are not progressing. All pupils made good progress in phonics with the cohort scoring 4.5% above the national average score. Tailored intervention were delivered to disadvantaged pupils from November to July which had a significant impact on progress and attainment. Pupils who had missed out on vital learning were given targeted support in phonics, maths, grammar, spelling and reading skills. Recovery premium alongside the PPG was used to implement extra tuition and purchase resources to complement and enhance learning.Wellbeing support was increased to ensure disadvantaged children were given the tools to cope with the challenges which they encountered throughout the year and then could tackle their learning more positively. Well-being activities were implemented daily to help pupils maintain good mental health and well-being. The school worked closely with families whose children had poor attendance rates and employed the services of the Education Welfare Officer to liaise with those who had high absence rates.Through pupil premium funding, pupils have been able to take part in a range of activities including breakfast and after school clubs, as well as educational trips and experiences, thereby helping to further diminish gaps in cultural capital.

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| **Aim** | **Outcome – July 2023**  |
| Purchase of standardised diagnostic assessments to enable gaps to be recognized and areas for development. Tracking on progress and attainment created.  Training for staff to ensure assessments are interpreted and administered correctly.  | In class support and targeted interventions outside of lesson time given to narrow the gaps in learning.***EEF Toolkit Mastery Learning (+5 months) £12,895*** |
| Training of staff on a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils  - Sounds Write   | 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: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) ***EEF phonics +5 months £2000*** |
| Enhancement of our reading provision to entice learners to engage more readily with reading material and improve their enjoyment of reading (Accelerated Reader). Improvement of reading comprehensions strategies.  | Reading comprehensions strategies brought in to teach explicit approaches and techniques a pupil can use to improve their comprehension of written text. ***EEF Reading +6 months******£1000*** |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Using White Rose Maths, ensuring that systems are embedded in teaching in every year group from R-Y6.  | Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. ***EEF Mastery learning +5 months £1500*** |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Such courses include Emotion Coaching and ELSA development.  | Children receive interventions in social and emotional aspects of learning through PSHE lessons, school values and Emotional Literacy Support.***EEF Social and Emotional Learning (+4 months) £3,500*** |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.   | Engagement with parents to address issues relating to poor attendance and regular lateness of disadvantaged pupils.***EEF Toolkit Parental Engagement (+4 months) £495*** |
| Total cost for resources and teaching support | £21390 |

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## 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*

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| Programme | Provider |
| Purple Mash | 2Simple |
| Jigsaw PSHE | Jigsaw |
| White Rose Maths | White Rose Maths |
| Hamilton Trust Planning Resources | Hamilton Trust |
| Sing Up  | Sing Up  |
| Dimensions Curriculum (1 term) | Dimensions |
| Classroom Secrets Planning Support | Classroom Secrets |