

## Pupil premium strategy statement

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	Hemington Primary School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	23.7% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Eimear Davis
Pupil premium lead	Eimear Davis
Governor / Trustee lead	Melvyn Booley, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,390

# Part A: Pupil premium strategy plan

## Statement of intent

At Hemington Primary School, we strive to ensure that all our disadvantaged pupils receive the education they require to achieve their potential and to have aspirations to succeed in life.

This pupil premium strategy plan outlines the challenges which need to be addressed in order for our PPG pupils to achieve their potential. It takes each child's individual needs into account and analyses the best possible way to spend the allocated grant to achieve success for each of them.

All 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.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children with additional needs (SEND) – 70% of PPG also with SEND.
2	Attendance – 20% of PP pupils are persistently absent.
3	Specific social and emotional support is needed to access learning in the classroom.
4	Pupil's literacy and numeracy skills below age expected for their year group (80% of PPG pupils).
5	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.

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, book scrutinies and moderation to be carried out within school and with LA cluster group.
PPG pupils are in school every day if at all possible, with aim to have over 90% attendance.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 7%, and no attendance gap between PPG pupils and their non-PPG peers.</li> <li>• 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.</li> <li>• All PPG pupils achieve at least 90% attendance over the whole academic year.</li> <li>• Families who have more than one PPG pupil are not all taking days off school at the same time.</li> </ul>
The families and pupils will be better equipped and have raised self-esteem through therapeutic services and enrichment activities during and after school.	<ul style="list-style-type: none"> <li>• Pupils have the pastoral support they need to enable them to achieve their potential and to improve resilience.</li> <li>• Monitored by staff through monitoring of their behaviour, attendance and social thinking.</li> <li>• Improved academic performance as a result of family and pupil support.</li> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations gives information on specific requirements of individual pupils.</li> <li>• A significant reduction in peer-on-peer abuse.</li> </ul>

<p>A higher percentage of pupil premium children will achieve age related expectations in Reading, Writing and Maths.</p> <p>Off track pupils to make accelerated progress, especially in Reading compared to non-pupil premium pupils.</p>	<p>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.</p> <p>KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.</p>
<p>Ensure pupil premium children have access to a rich curriculum and take up opportunities for enrichment.</p>	<p>Closely monitor pupil premium take-up of clubs and further community enrichment opportunities. Pupils have access to sports' clubs, creative clubs and music lessons that they would not usually have access to outside of school.</p>

## 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

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><a href="https://www.educationendowmentfoundation.org.uk/assessment-and-feedback">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Training of staff on a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils - Sounds Write</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
<p>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.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<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 Hub resources and CPD (including Teaching for Mastery training). Using</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><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612217/maths-guidance-ks-1-and-2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1, 4

White Rose Maths, ensuring that systems are embedded in teaching in every year group from R-Y6.	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
<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. Such courses include Emotion Coaching and ELSA development.</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2, 3

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

Budgeted cost: £1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Sounds Write trained colleagues and school-led tutoring.	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
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	<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	1, 4

tutoring will be disadvantaged, including those who are high attainers.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,490

Activity	Evidence 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 and then engaging parents in strategies relating to this concept.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> 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. <a href="#">Improving behaviour in schools (educationendowmentfoundation.org.uk)</a>	3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	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,	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.	5

visitors into school to promote both specific academic areas and wider cultural experiences.	<a href="https://www.educationendowmentfoundation.org.uk">The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf (educationendowmentfoundation.org.uk)</a>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £21,390**



## 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 2020 to 2021 academic year.

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, the first time children in these year groups sat these assessments since 2019.

By the end of Key Stage 2, 100% of disadvantaged pupils in the Year 6 end of KS2 assessments reached working at or above in Writing and Maths and working towards in Reading. Disadvantaged pupils (1) at the end of KS1 reached emerging standard in Reading, Writing and Maths.

Tailored intervention was 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.

ELSA 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.

<b>Aim</b>	<b>Outcome – July 2022</b>
All pupils make accelerated progress to move towards working at the national standard for their age by securing key skills in numeracy and literacy.	In class support and targeted interventions outside of lesson time given to narrow the gaps in learning.  <b><i>EEF Toolkit Mastery Learning (+5 months) £10,895</i></b>

All children are emotionally ready to learn. They are able to cope with the social and emotional aspects of school life and show resilience readily.	Children receive interventions in social and emotional aspects of learning through PSHE lessons, school values and Emotional Literacy Support Assistance (ELSA).  <b>EEF Social and Emotional Learning (+4 months) £3,500</b>
All children meet the expected attendance set out in the school attendance policy. There are no persistently absent children and lateness is avoided wherever possible.	Engagement with parents to address issues relating to poor attendance and regular lateness of disadvantaged pupils.  <b>EEF Toolkit Parental Engagement (+4 months) £400</b>
Total cost for resources and teaching support	<b>£14,795</b>

## 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
Purple Mash	2Simple
Jigsaw PSHE	Jigsaw
White Rose Maths	White Rose Maths
Hamilton Trust Planning Resources	Hamilton Trust
Dimensions Curriculum	Dimensions
Classroom Secrets Planning Support	Classroom Secrets