

Pupil premium strategy statement

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 (2023-2024) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Hemingbrough Community Primary School	
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	12.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published (updated)	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Sarah Chappell
Governor / Trustee lead	Joelene Grassby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,960
Recovery premium funding allocation this academic year	£2,000
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	£26,960

Part A: Pupil premium strategy plan

Statement of intent

Our intent for the use of the PPG reflects our intent for the whole school:

We aim to provide our children with an engaging and creative curriculum through which all children strive to “CARE”: to understand what it is to be part of a Community, to have Aspiration, show Resilience and Empathy in order to become lifelong learners and good citizens.

At Hemingbrough Community Primary School the curriculum is designed to:

- provide first hand learning experiences
- allow the children to develop interpersonal skills
- build resilience and empathy
- have high aspirations
- be thoughtful towards the school and its wider community.

Every child is recognised as an individual. The ability to learn is underpinned by the teaching of basic skills, knowledge and concepts to prepare them for life beyond primary school. We provide enriching opportunities to engage learning. We believe that primary school should be a happy, fun, investigative and enquiring time, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. This is encompassed in our school motto ‘Learn, Laugh, Succeed’

We hope that all children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

It is important that our curriculum is broad and balanced and offers a range of opportunities for children to grow and make progress as individuals. All children are unique and learn in different ways and with different stimuli. Therefore, we believe it is vital that, alongside our curriculum

we also offer other experiences that are enriching, stimulating and exciting, so that children can discover new talents and interests. Some children find learning challenging and some are not 'classroom learners' and we believe that they can benefit from a range of differing experiences. We hope that through these we foster joy and excitement, creating happy, motivated children, thus having a positive impact in engagement across other areas of learning.

As such, we offer a variety of out-of-school clubs throughout the year for children of all ages, have House PE day and hold regular theme days (both on and off curriculum). We also undertake school day trips and residential.

At Hemingbrough we believe it is important to support children's health and well-being. We have a sensory room and offer nurture type activities as required. We are also developing Outdoor learning through Forest School activities and utilising our large outdoor space where possible.

We also want to encourage and develop aspiration, so we have introduced the Honours Programme a knowledge-based programme designed to encourage scholarly aspirations, contribute to learning in other areas, to support and develop the ability to commit learning to memory and to build resilience and concentration.

We promote British Values through the curriculum and the activities we undertake, but in addition use the 'Picture News' resource across school each week and hold a House Charity day each year.

Metacognitive strategies are taught and becoming embedded. The Learning Powers we focus upon are resilience, curiosity, cooperation and concentration. We want our children to learn more than mere content, we want them to acquire the skills to be good learners.

Our children who receive the Pupil Premium Grant deserve the best possible education and as such we are committed to removing any barriers to learning and ensuring there is equality of access to all aspects of school life.

It is our mission to ensure children have every opportunity to close any gaps between them and their peers, enabling them to make at least expected progress and to reach ARE or beyond.

We use children’s starting points, alongside continuous evaluation to ensure learning is aspirational, not limited and that children are engaged in activities that support and progress learning.

We are committed to CPD amongst our staff, keeping practices up to date and engaging in new initiatives. We ensure that Middle Leaders are supported and given time to implement and review strategies and techniques that will enhance Quality First Teaching.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our most recent tracking data (end of academic year 2022/23) indicates that children in receipt of Pupil Premium have low attainment in reading, writing and maths:</p> <p>% Working below ARE:</p> <p>Reading – 64.29</p> <p>Writing – 71.43</p> <p>Maths – 71</p> <p>Notably half of these children are also on the SEN register.</p> <p>Our assessments and observations indicate that the instability of COVID closures and periods of isolation continue to impact the academic progress and attainment as well as the mental health and well-being of many of our disadvantaged pupils to a greater extent than for other pupils (as can be seen nationally). These findings are supported by national studies such as by the EEF. This has resulted in knowledge gaps leading to pupils falling further behind in phonics, maths and English.</p>
2	Ongoing observations and teacher assessment show that children find it difficult to retain knowledge.
3	Our assessments (including Thrive screening), observations and discussions with children and families have identified social and emotional difficulties amongst many children. These challenges particularly affect disadvantaged children, including impacting on their attainment.
4	Ongoing observation shows that children lack resilience leading to greater difficulties in gaining skills and knowledge.
5	<p>In academic year 2021-2022, 71.43% had attendance below 95% and 21.43% were below 90%</p> <p>In the year 2022-2023, 28.57% were persistently absent, however 71% had attendance above 95%</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
Improve progress and outcomes in Reading, Writing and Maths	Assessment and monitoring show that children are making progress and gaps in knowledge are being narrowed
Phonics	Achieve at least National Average expected standard in PSC
Ensure that Middle leaders continue to be accountable for the delivery, implementation monitoring and evaluation of teaching and learning in their subject area/s and that disadvantaged children make progress	Children make at least expected progress across the curriculum
A strong mental health and wellbeing 'curriculum' is in place to support the additional needs of children.	Relational Approaches, metacognition (Learning Powers) and the Thrive Approach continue to be embedded in school practice The social and emotional needs of all pupils are met. Thrive screening shows improvements in children's social, emotional wellbeing and mental health
Reduce percentage of persistent absenteeism for disadvantaged groups.	Attendance is raised in line with national expectations (at least 95%)

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: £10,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD</p> <p>Two staff members to continue attending maths 'Mastery Readiness' (Yorkshire Maths Hub). These staff will disseminate to and provide CPD to the whole staff and the Hub</p>	<p>EEF evidence shows that:</p> <ul style="list-style-type: none"> • Mastery approaches have a high impact on pupil outcomes • Metacognition has a very high impact • Phonics has a high impact 	1, 2, 3, 4, 5

<p>mentor will also deliver CDP to staff</p> <p>English Lead to continue to deliver updated CPD to develop 'Reading for Pleasure' and Reciprocal Reading and to update training on phonics and reading as required</p> <p>Outwood English Hub to deliver training and consultancy days to continue to ensure best practice in reading and phonics across school. This will include the need for subject leader/SENDCo time to carry out additional actions/recommendations.</p> <p>Update training for Licenced THRIVE practitioners in order to maintain their status and ensure they are up to date on latest guidance and practices in order to fully support children.</p> <p>Train staff members in Early Talk Boost and Talk Boost. This includes purchase of intervention packs.</p> <p>Ensure all staff are kept up to date in the explicit</p>	<ul style="list-style-type: none"> • Reading comprehension strategies have a high impact <p>CPD is shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment.</p> <p>High quality teaching can be delivered, having a positive impact on pupil outcomes</p> <p>Phonic approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading with an average impact of an additional five months' progress</p> <p>Poor literacy impacts on every aspect of life (EEF)</p> <p>Staff are able to identify needs and track progress</p> <p>The THRIVE approach is shown to ensure that children feel safe and supported and ready to learn and make progress which can have a positive impact on attendance and attainment</p> <p>EEF evidence suggest that oral language intervention have a very high impact.</p> <p>Talk boost enables gaps in speaking and understanding to be narrowed, enabling children to better engage with school work. It benefits and supports the use of vocabulary, articulation and spoken expression</p> <p>EEF, international evidence shows that metacognition and self-regulated learning are a high impact approach to improving attainment of disadvantaged learners.</p>	
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teaching and embedding into daily practice of metacognition	Self-regulated learners are aware of their own strengths and weaknesses and can motivate themselves to engage in and improve their learning. Developing metacognitive knowledge is an effective way of improving outcomes	
Middle Leaders Provide Middle Leaders adequate time to carry out their duties effectively	Giving additional time for Middle Leaders enables them to research and focus on implementing and monitoring strategies and techniques to improve progress and attainment	1, 2
Staffing Additional TA to support children within classes	Provides additional resource to support pupils with their academic development and additional SEMH support for those in need	1,3
Resources Purchase yearly subscription for 'Sumdog' Contribute towards purchase of 'Plazoom' writing scheme Use age standardised tests - NTS Reading and Maths tests with all pupils on a termly basis.	Sumdog is a very effective facilitator and motivational tool for improving maths skills, improving fluency and can make a positive impact on student's problem-solving skills and engage them in more sophisticated mathematical thinking A well- chosen writing scheme offers a sequenced, coherent and ambitious approach which is rich in vocabulary using quality texts matched to children's needs/stages. It supports skills acquisition, continuity and progression, making effective links between reading and writing Standardised tests provide accurate and reliable information regarding gaps in children's knowledge and understanding. They identify which areas pupils require support with so that interventions can be tailored to address specific needs.	1,2,4

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish one to one and small group interventions to support pupils in acquisition of knowledge and skills as well as supporting SEMH needs using a range of interventions such as:</p> <p>Talk Boost Time to Talk Picture News Communication On Track resources No Nonsense/ Rocket phonics Plus One Toe by Toe THRIVE</p> <p>Ensure effective feedback is given to children and to staff to ensure learning can be further supported and embedded into classroom lessons</p>	<p>Enables adults to work with pupils either 1-1 or in small groups in and out of the classroom to introduce/reinforce skills and consolidate prior learning.</p> <p>Giving children skills and confidence encourages and motivates</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</p> <p>Effective feedback has a high impact on outcomes (EEF)</p>	<p>1, 2, 3</p>

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

Budgeted cost: £3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a range of activities to promote and support pupil's social and emotional well-being including:</p> <p>THRIVE</p> <p>Relational based approaches</p> <p>Metacognition</p> <p>Outdoor learning</p> <p>Pupil Champions</p>	<p>Thrive enables children to become more emotionally resilient and become better placed to engage in learning and life</p> <p>The use of relational approaches indicates that 'poor SEMH' can be reduced and promotes an ethos in which learners can thrive.</p> <p>EEF, international evidence shows that metacognition and self-regulated learning are a high impact approach to improving attainment of disadvantaged learners.</p> <p>Evidence shows that fewer children are spending time outdoors, impacting on their mental and physical health</p> <p>Learning outdoors develops creativity, problem solving, independence and confidence, skills which can also be transferred into other areas of learning</p>	<p>3,4</p>
<p>Pupils have equal opportunities to take part in extra curricular activities</p> <p>The PPG is used to fund trips and other activities for children</p>	<p>These opportunities are beneficial to social development enabling children to make social connections and increase motivation.</p>	<p>3, 4</p>
<p>Improve attendance of children in receipt of PPG:</p> <ul style="list-style-type: none"> • Regular communication with all parents regarding attendance • Closely track and monitor whole school and individual attendance 	<p>Regular school attendance ensures children get the best possible start in life. Good attendance supports learning, the development of social skills and friendships as well as building good habits that are essential for adult life</p>	<p>1,5</p>

<ul style="list-style-type: none">• Liaise with parents to ascertain and work together to address any barriers to attendance (Early Help assessment).		
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Total budgeted cost: £27,033

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.

Our internal assessments during 2022-2023 indicate that the performance of disadvantaged pupils overall was lower than that of other pupils. This is in part due to the ongoing impact of the COVID pandemic, as evidenced by EEF research and persistent absence.

The Mastery Readiness/ teaching for mastery course, attended/led by 2 staff members, resulted in continued training for all school staff, this CPD has had a positive impact on teaching and learning overtime. This year (2022-2023) we have been in the 'developing' phase, which has seen the full rollout of the NCETM Prioritisation scheme as well as 'mastering number' in KS1. This has resulted in children gaining greater confidence in maths, in part due to the emphasis on the use of manipulatives and talk as key 'tools' to embed and acquire maths skills and concepts more fully. The positive impact can be evidenced by the number of children making expected progress or better from their starting points.

The English lead has continued to lead CPD, resulting in maintaining the high profile given to reading within school and ensuring reciprocal reading and phonics are taught effectively. The DfE validated scheme 'Rocket Phonics' was rolled out to all classes (EYFS/KS1).

Assessment and monitoring shows that whilst attainment (ARE) is low, the majority of children have made Expected progress or better:

Reading – 71.43%

Writing – 78.5%

Maths – 78.5%

Middle leaders track progress and report through a termly subject summary. Leaders are aware of the attainment and progress of pupils within their subject and offer advice and support to ensure children are given every opportunity to succeed. They keep abreast of strategies and techniques to ensure pupils have equality of opportunity and appropriate resources to facilitate effective learning.

Interventions/resources such as NELI, On track, No nonsense phonics were carried out. Using a variety of assessment tools, including PiRA and PUMA the majority of children made progress

from their starting points. Where progress was less evident, it was due to other additional needs of individual children.

Children with low attainment in reading and those who do not read regularly at home are given opportunity to read additionally to an adult in school.

School undertook School led tutoring, this resulted in children making good progress, but more importantly gave them greater confidence, resilience and enjoyment in their learning.

THRIVE sessions have continued to take place with identified children. THRIVE screening and assessment indicates these have had a positive impact. THRIVE implementation for the most vulnerable children saw increases in their emotional wellbeing. The SEMH lead adult supports staff to support the most vulnerable with the implementation of profiling and action planning for THRIVE.

The Relational Approach, metacognition and outdoor learning are used consistently across school.

78.5% (11 of 14) children attended one or more after school clubs

Attainment of Pupils in receipt of the PPG 2023:

Phonic check (Year 1) – 2 of 2 children Wa

Phonic Check (Year 2) – 2 of 2 child Wa

Year 2 Teacher Assessment (working at ARE)

Reading – 1 of 3 (working at GDS)

Writing – 1 of 3

Maths – 1 of 3

Year 4 MTC

2 of 3 children scored just below 25

Year 6 Teacher Assessment (working at ARE)

Reading – 0 of 1 (made expected progress)

Writing – 0 of 1 (made expected progress)

Maths – 0 of 1

In the year 2022-2023 attendance for the disadvantaged group improved from 91.8% in the previous year to 95.82%

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

