

# 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 (2025-2026) and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Hemingbrough Community Primary School	
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	15
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published (updated)	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	Sarah Chappell
Governor Lead	Amy Chambers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33.500
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	£33.500

# 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 and take part in/acknowledge a variety of charitable days such as Children in Need.

Metacognitive strategies are taught. 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. Staff know our children well and we ensure that intervention and support focusses on their wellbeing as well as their academic process as the two are interlinked. We believe that strong foundations are key to enabling children to access the curriculum. Embedding communication and language, reading, writing and maths are crucial across school.

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	Our most recent tracking data indicates that a proportion of children in receipt of Pupil Premium have lower attainment in reading, writing and maths than those not in receipt of PPG: Raising academic performance of disadvantaged pupils is vital to ensure equity and enabling them to succeed at school and beyond
2	Ongoing observations and teacher assessment show that children find it difficult to retain knowledge, show less resilience and find it more difficult to engage with and be motivated in the learning process.
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	Some of our disadvantaged pupils struggle with consistent attendance which has a direct impact on their learning outcomes. Addressing this issue is critical to ensure they have the opportunity to fully engage with the curriculum, do not fall further behind and are able to participate fully in the wider opportunities school has to offer.

## 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
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Continue to narrow the gap between disadvantaged pupils and their peers by improving progress and outcomes in Reading, Writing and Maths	<p>Assessment and monitoring show that children are making progress and gaps in knowledge are being narrowed.</p> <p>Pupil premium children's attainment in national assessments improves annually, with an increase in the percentage meeting age-related expectations.</p> <p>Evidence of successful interventions, such as targeted academic support, reflected in pupils' progress.</p>
Children are consistently exposed to high quality, creative teaching and learning across the curriculum	Assessment data shows sustained progress for pupil premium pupils each term.
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	<p>Children make at least expected progress across the curriculum</p> <p>Children are motivated and enthusiastic learners</p>
A strong mental health and wellbeing 'curriculum' is in place to support the additional needs of children.	<p>Relational Approaches, metacognition (Learning Powers) and the Thrive Approach are rooted in school practice</p> <p>The social and emotional needs of all pupils are met in a timely manner.</p> <p>Thrive screening shows improvements in children's social, emotional wellbeing and mental health</p> <p>Children are regularly exposed to outdoor learning opportunities</p>
Continue to reduce percentage of persistent absenteeism for disadvantaged groups and increase overall attendance.	<p>Attendance is raised in line with national expectations (at least 95%) and persistent absenteeism is reduced.</p> <p>The gap in attendance between pupil premium children is reduced.</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: £12, 788

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Teaching and Learning</b></p> <p>Subject leaders and class teachers identify gaps in pupil's knowledge through rigorous analysis of ongoing assessments such as NTS Reading, White Rose Maths end of unit and termly assessment and regular phonic checks</p> <p>Continue to use mastery approaches in maths</p> <p>Introduce consistent, more effective Schemes of work for writing and maths across the school</p> <p>Continue the development of teaching of phonics to ensure phonics is delivered with fidelity across the school including time needed for subject leader to monitor and support staff with</p> <p>Take part in North Yorkshire writing moderation sessions from Years1-6</p> <p>Ensure all staff are kept up to date in the explicit teaching and embedding into daily practice of metacognition</p>	<p>EEF evidence on diagnostic assessment:</p> <p>Standardised tests provide accurate and reliable information regarding gaps in children's understanding. They identify which areas pupils require support with so that interventions can be tailored accordingly.</p> <p>EEF evidence shows that:</p> <p>Mastery approaches have a high impact on pupil outcomes</p> <p>Poor literacy impacts on every aspect of life (EEF)</p> <p>High quality schemes of work ensure skills are built upon systematically.</p> <p>EEF show that building on what pupils know is a key tool for effective learning.</p> <p>EEF evidence:</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>DfE Research briefing indicates that moderation increases staff confidence in their judgements. This will ensure accurate and precise assessment of attainment and gaps in skills/knowledge</p> <p>EEF, international evidence shows that metacognition and self-regulated learning are a high impact approach to improving attainment of disadvantaged learners. Self-regulated learners are aware of their own strengths and weaknesses and can motivate themselves to engage in and</p>	<p>1, 2, 3, 4</p>
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	improve their learning. Developing metacognitive knowledge is an effective way of improving outcomes	
<b>Middle Leaders</b> 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, 4

<p><b>Staffing</b></p> <p>Additional TA to support children within classes</p>	<p>Provides additional resource to support pupils with their academic development and additional SEMH support for those in need.</p> <p>Research indicates that 'tuition' targeted at specific needs delivered either one to one or in groups is highly effective in supporting children who are falling behind</p> <p>EEF evidence on small group tuition</p>	<p>1, 2, 3, 4</p>
<p><b>Resources</b></p> <p>Ensure phonic resources and reading books are purchased and kept up to date</p> <p>Contribute towards purchase of Literacy Tree writing scheme, White Rose Maths and White Rose Science schemes</p> <p>Use age standardised tests - NTS Reading tests, as well as White Rose assessments with all pupils on a termly basis.</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 (EEF evidence on Phonics)</p> <p>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</p> <p>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.</p>	<p>1,2</p>



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

Budgeted cost: £17,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish one to one and small group interventions to support pupils in acquisition of knowledge and skills	<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>	1, 2,3,4
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 and staff.	<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 both attendance and attainment</p> <p>EEF 'improving emotional learning' shows learning gains of 4+ months over the course of a year</p>	

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

Budgeted cost: £2,680

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>Outdoor learning</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>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>	3,4
<p>Pupils have equal opportunities to take part in extra-curricular activities, trips and residential</p>	<p>These opportunities are beneficial to social development enabling children to make social connections and increase motivation.</p>	4
<p>Improve attendance of children in receipt of PPG:</p> <p>Regular communication with all parents regarding attendance</p> <p>Closely track and monitor whole school and individual attendance</p>	<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>	1, 4

Liaise with parents to ascertain and work together to address any barriers to attendance (Early Help assessment).		
Contingency fund for acute/emerging issues	Based on our experience and those of similar schools we have identified a need to set aside an amount of funding to respond to any needs that may not have been identified	1, 2, 3, 4

**Total budgeted cost: £33,500**

## 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 2024-2025 indicate that the performance of disadvantaged pupils overall was lower than that of other pupils. However, it has risen in Reading and Maths from the previous year.

All children in receipt of the PPG achieved the expected standard in the Year 1 phonic screening.

The Mastery Maths/ teaching for mastery courses have resulted in continued training for all school staff, this CPD has had a positive impact on teaching and learning overtime. As a result, children are 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 good progress from their starting points. The confidence and skill of staff has also been raised leading to high quality teaching and learning.

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' is used. Further CPD in teaching and learning phonics has resulted in a consistent approach to phonics across school and ensured catch up programmes are delivered systematically.

School also undertook the North Yorkshire Reading and Maths projects which showed a positive impact upon outcomes.

The writing scheme we introduced did not have the impact we would have expected. Following a review of the scheme, the English lead researched alternative schemes. Therefore a new scheme has been introduced this academic year.

Middle leaders track progress and report through their subject action plans. 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. The use of a consistent lesson format which includes 'memory lane', hinge questioning and mini quizzes affords regular opportunities for children to recap,

recall and embed previous learning, hence supporting them to know more and remember more.

This year, we plan to introduce an assessment tool designed to track and monitor pupils who benefit from having their progress broken down into smaller steps. This will allow us to recognise and celebrate their achievements against more specific learning objectives.

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.

Our THRIVE practitioner continues to monitor identified children, offering guidance and support across school to ensure THRIVE principles are embedded in each class. THRIVE screening and assessment indicates these have had a positive impact. The SEMH lead adult supports staff to support the most vulnerable with the implementation of profiling and action planning for THRIVE.

69.5% children attended one or more after school club

Attendance for the disadvantaged group in 2024-2025 rose from 92.16% the previous year to 94.11%. Persistent absence was reduced from 27% in the previous year to 12.5% in 2024-2025.

Attendance for Non- Pupil Premium children last year was 95.40% overall, with 5.77% being persistently absent.