



Hemington Primary School

Pupil premium strategy statement – Primary Schools

This statement details our school's use of pupil premium for the 2024 to 2027 academic period 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	40
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will next be reviewed	October 2026
Statement authorised by	Alun Randell
Reviewed by	Alun Randell
Pupil premium lead	S Campbell
Governor / Trustee lead	Catherine Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13320
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£13320
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Hemington Primary School is a very small rural school serving a widespread community. A significant number of pupils have additional needs and vulnerabilities. The high proportion of children in receipt of Pupil Premium reflects the community the school serves.

We aspire for all children to make good progress and for those in receipt of Pupil Premium to make at least the same, if not better progress than their peers. In order to achieve this we aim to support our children in becoming emotionally and socially robust, including having a resilient approach to both their learning and their personal development.

We are working to achieve this through:

- High quality first teaching with robust staff training focused on areas of need
- Access to good quality support for vulnerable children
- A strong ethos on personal growth and resilience

A significant number of students require additional intervention owing to the Covid pandemic. Leadership on this is provided by the school SENCo and includes:

- Clear Plan, Do, Review cycle for children with additional learning needs to ensure support is targeted and relevant
- A culture of Growth Mindset throughout the school
- Highly qualified academic mentor who works on specific targets with children across the school
- Forest School for all children
- 1:1 and small group emotional and social literacy sessions for children

To avoid losing key learning, individual and small group interventions occur outside of key classroom input. Working with a range of adults is part of the everyday experience for all the children in school and ensures those with additional needs do not feel isolated or stigmatised.

Challenges

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

Challenge number	Detail of challenge
1	High levels of SEN (42.5%) and EHCP (7.5%)
2	High level of children who have a disrupted educational history (32.5%)
3	Low levels of speech and language on entry to the school
4	Low literacy and maths skills on entry to the school
5	Low levels of confidence, resilience and aspiration
6	Low levels of Personal, Social and Emotional Development on entry to the school

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
To ensure disadvantaged children are making good progress towards age related expectations	Children achieve age-related expectations in all subjects at the end of the academic year.
To reduce the attainment gap between the school's disadvantaged pupils and others disadvantaged children nationally	Children awarded Pupil Premium achieve at least as well as other disadvantaged children nationally
To equip disadvantaged children with the language tools to access the full curriculum	Disadvantaged children are equipped with a rich vocabulary and the language skills to access all lessons and age-appropriate texts
To support the wellbeing, social and emotional needs and aspirations of pupil premium children and their families	Barriers to learning are removed. Children are confident and resilient in their learning and their lives. Assistance is available with uniform
To provide all disadvantaged children with a rich, varied curriculum including access to extra-curricular activities	Pupil Premium children have equal access to trips, including residential camps. They access sports clubs both before and after 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: £ 1645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Autism Awareness training to understand and support engagement and behaviour	Behaviour Interventions (+4)	1, 2, 5, 6
Drawing Club/ Scribble Club training	Oral Language Intervention (+6) Mastery Learning (+5)	1,3, 4
Embed Write Stuff training. Release for teachers to observe others schools	Mastery learning (+5)	1,2,3,4,5
Boolean Maths Hub programme - sustaining	Mastery Learning (+5)	1, 4
Read, Write inc training for new staff.	Phonics (+5)	1, 4

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

Budgeted cost: £ 8,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic interventions	Reading comprehension (+6) Phonics intervention (+5) Teaching assistant interventions (+4) Small group tuition (+4)	1, 3, 4, 5
Targeted speech and language sessions (Bucket sessions)	Early Years Intervention (+5)	1, 3, 4, 5
Targeted social and emotional support	Behaviour interventions (+3)	1, 2

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

Budgeted cost: £3,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	Social and Emotional Learning - whole class (+4)	2, 5, 6
Growth Mindset	Metacognition and self-regulation (+7)	1, 2, 5, 6
Free Breakfast Club	Physical Activity	2, 5, 6

Total budgeted cost: £13320

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.

2025 Impact

Year 6 Achieving ARE in 2025 SATS (6 Children/ 4 PP Children)

Maths: 66% (PP 50%)

Reading: 50% (PP 50%)

Writing (Teacher Assessment): 50% (PP 50%)

Year 4 Multiplication Check (4 Children/ 0 PP Children)

Average score: 22.5/25

Year 2 Phonics 2025 Phonics screener (1 Child/ 0 PP Children)

100% (PP N/A)

Year 1 Phonics 2025 Phonics screener (3 Children/ 0 PP Children)

66% (PP N/A)

Reception (7 Children) end of year GLD (0 PP Children)

GLD: 85.7% (PP N/A)

Year 2 Achieving ARE in 2022 SATS/ Teacher assessment (4 Children/ 1 PP Child)

Maths: 80%

Reading: 100% (PP 100%)

Writing (Teacher Assessment): 80% (PP 100%)

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Attainment in maths and English continue to be prioritised across the school through both training and purchasing of resources, use of ready to progress document, small group sizes and tutoring for individuals and small groups.

Attainment in maths has risen across the school. Although lower in Year 6 in 2025, all children made significant progress from their starting points. Writing remains a priority. Engagement in reading and the school reading culture have improved markedly. Homework expectations have increased and are increasingly becoming the new normal with high return rates.

Individual/Small group Reading Comprehension work for lowest 20% readers identified with these needs with Academic mentor.

Speech and Language for children in EYFS/ Y1 remains a main focus for 2025/2026 to ensure children achieve GLDs by the end of the Foundation Stage .

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
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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