



# Hemington Primary School

## Pupil premium strategy statement – Primary Schools

This statement details our school's use of pupil premium (and recovery premium for the 2021 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

Detail	Data
School name	Hemington Primary School
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	40
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	October '21
Date on which it will be reviewed	September 2024
Statement authorised by	N de Chastelain
Reviewed by	A Randell (Sept 2023)
Pupil premium lead	S Campbell
Governor / Trustee lead	Kerrie Courtier

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£1417
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£12,177</b>
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
- 1:1 targeted after-school tutoring

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 (48%) and EHCP (16%)
2	High level of children who have had ACE's (100%)
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: £ 5245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead advanced training for SENCo	Social and Emotional Learning (+4)	1, 2, 5, 6
NELI Speech and Language training	Oral Language Intervention (+6)	3, 4
Write Stuff training for all teachers	Mastery Learning (+5)	1, 3, 4
SENCo-led peer review project with partner school	Mastery learning (+5)	1, 2, 3, 4, 5, 6
Boolean Maths Hub programme (3rd year)	Mastery Learning (+5)	1, 4
Read, Write inc training for KS2 and Nursery staff	Phonics (+5)	1, 4

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

Budgeted cost: £ 3322

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition	1:1 Tuition (+5)	1, 2, 4
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 NELI	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: £3610

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

**Total budgeted cost: £12,177**

## 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.

#### **Year 6** Achieving ARE in 2023 SATS (5 Children/ 3 PP Children)

Maths: 80% (PP 66%)

Reading: 100% (PP 100%)

Writing (Teacher Assessment): 80% (PP 66%)

#### **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%)

#### **Year 1 Phonics** 2022 Phonics screener (4 Children/ 2 PP Children)

75% (PP 50%)

#### **Reception** (4 Children) end of year GLD ( 0 PP Children)

GLD: 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?*

Y6 were a strong focus as a year group who had missed a large portion of their Y3. 2/5 children joined the school in the summer term of Y5. The school employs an Academic Mentor in the afternoons and an additional teacher in the mornings to enable KS2 to be able to be taught in two separate phase groups Y3/4 and Y5/6

Maths attainment across the school was prioritised through both training and purchasing of resources, use of ready to progress document, small group sizes and Maths tutoring for individuals and small groups.

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

Across the school Teacher Assessments for Writing/ maths remain slightly lower than those for Reading. In 2023/24 writing is the main focus for school improvement.

Speech and Language for children in EYFS/ Y1 remains a main focus for 2023/24 to ensure children achieve GLDs by the end of the Foundation Stage and receive extra support in KS1 where appropriate.

### 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

### 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