

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Hemingbrough Community Primary School	
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Sarah Chappell
Governor / Trustee lead	Nick Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,625
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	£17,625

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	Our most recent tracking data (end of academic year 2020/21) indicates that 75% of Pupil Premium Children have low prior attainment. Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind in phonics, maths and English
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, particularly exacerbated following school closures. 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.

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
Progress in Reading, Writing and Maths	Achieve at least National Average progress scores at end of KS2

Phonics	Achieve at least National Average expected standard in PSC
Develop the role and accountability of Middle Leaders in the delivery, implementation monitoring and evaluation of teaching and learning in their subject area/s	Children make at least expected progress across the curriculum
Relational Approaches and the Thrive Approach are 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

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: £4,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD</p> <p>Two staff members to attend maths 'Mastery Readiness' course (Yorkshire Maths Hub)</p> <p>English Lead to attend 'Reading for Pleasure' course</p>	<p>EEF evidence shows that Mastery approaches have a high impact on pupil outcomes</p> <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>	1, 2
<p>Middle Leaders</p> <p>Provide Middle Leaders adequate time to carry out their duties effectively</p>	<p>Giving additional time for Middle Leaders enables them to research and focus on implementing and monitoring strategies and techniques to improve progress and attainment</p>	1, 2

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

Budgeted cost: £12,723

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 using a range of interventions such as:</p> <p>NELI</p> <p>Time to Talk</p> <p>On Track resources</p> <p>No Nonsense phonics</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.</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>1, 2, 3</p>
<p>Phonics/ English intervention through use of NTP and School led Tutoring</p>	<p>Tutoring is one of the most effective tools for pupils to recover lost education (DfE)</p> <p>Also see above (EEF)</p>	<p>1,2,3</p>

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide, introduce and implement a range of activities to promote and support pupil's social and emotional well-being including:</p> <p>THRIVE</p> <p>Relational based approaches (including breakfast club)</p> <p>Metacognition</p> <p>Head teacher to attend 'Senior Mental Health Lead' course</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>	3,4
<p>Pupils have equal opportunities to take part in extra curricular activities and outdoor learning</p>	<p>These opportunities are beneficial to social development enabling children to make social connections and increase motivation. Learning outdoors develops creativity, problem solving, independence and confidence, skills which can also be transferred into other areas of learning</p>	3, 4

Total budgeted cost: £17,973

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.

Due to COVID, end of Key Stage tests did not take place in 2020. Therefore, there is no National Average progress data available. However, teacher assessment indicates that progress was made from end of KS1.

Any child who required it were given a device to support remote learning. These devices continue to be used enabling children to continue to access digital learning at home (for example: Google Classroom, Numbots, Doodle)

Attainment of Pupils in receipt of the PPG:

Phonic Check (Year 2, Autumn Tern 2020) – 100% Wa

Year 2 Teacher Assessment (% working at ARE)

Reading – 33.3% (better than expected progress)

Writing – 33.3% (better than expected progress)

Maths – 33.3% (better than expected progress)

Year 6 Teacher Assessment (% working at ARE)

Reading – 33.3% (2 made expected progress, 1 greater than expected progress)

Writing – 0% (Children made better than expected progress)

Maths – 100% (children made greater than expected progress)

Attendance dipped slightly from 18/19 to 19/20 (up to COVID closure) from 94.65% to 93.56%. This can be attributed to specific medical needs.

In the year 2020-2021 attendance was 96.11%

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
NTP Maths	Teaching Personnel
NTP Reading	Teaching Personnel

