

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	121
Proportion (%) of pupil premium eligible pupils	15.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published (updated)	November 2024
Date on which it will be reviewed	November 2025
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	£29,810
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	£29,810

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

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 indicates that children in receipt of Pupil Premium have low attainment in reading, writing and maths:</p> <p>% Working below ARE:</p> <p>Reading – 72.7</p> <p>Writing – 72.7</p> <p>Maths – 63</p> <p>There is a significant gap between pupil premium children and their peers. Raising academic performance of disadvantaged pupils is vital to ensure equity and enabling them to succeed at school and beyond</p> <p>Our assessments and observations indicate that the instability of historic school 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. 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	<p>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.</p>
3	<p>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.</p>
4	<p>Ongoing observation shows that children lack resilience leading to greater difficulties in gaining skills and knowledge.</p>
5	<p>Some of our disadvantaged pupils struggle with consistent attendance which has a direct impact on their learning outcomes. Addressing this issue is critical</p>

	<p>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.</p> <p>In the academic year 2022-2023, 28.57% were persistently absent, however 71% had attendance above 95%</p> <p>In the academic year 2023-2024 27% were persistently absent and 55.5% had attendance above 95%. Overall attendance for these children was 92.16%.</p>
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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
Narrow the gap between disadvantaged pupils and their peers by improving progress and outcomes in Reading, Writing and Maths	Assessment and monitoring show that children are making progress and gaps in knowledge are being narrowed
Children are consistently exposed to high quality teaching and learning in Phonics across school and are able to use and apply phonic knowledge, enabling them to enjoy reading and support their writing	Achieve at least National Average expected standard in PSC Through relevant training, staff are able to employ a consistent approach to support pupils that are struggling
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 Children are motivated and enthusiastic learners
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 in a timely manner. Thrive screening shows improvements in children's social, emotional wellbeing and mental health
Reduce percentage of persistent absenteeism for disadvantaged groups and increase overall attendance	Attendance is raised in line with national expectations (at least 95%) and persistent absenteeism is reduced.

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: £10,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning</p> <p>Subject leaders and teachers to scrutinise QLA from both National assessments at KS2 and termly assessment to identify strengths and weaknesses, so that any gaps in learning can be addressed swiftly</p> <p>Continue to enhance teaching and learning in Maths using NCETM prioritisation scheme:</p> <p>We will continue to work with the Maths Hub. The subject lead will attend Hub days, staff across school will attend Mastery Maths CPD days and Mastering multiplication CPD days</p> <p>These staff will disseminate to and provide CPD to the whole staff.</p> <p>Take part in North Yorkshire School Improvement Reading and Maths projects</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 to continue to ensure best</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 • Reading comprehension strategies have a high impact <p>NCETM 'Teaching for Mastery'</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> <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>1, 2, 4</p>

<p>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>Continue to implement a consistent, effective Scheme of work for writing across the school</p> <p>Ensure all staff are kept up to date in the explicit teaching and embedding into daily practice of metacognition</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 improve their learning. Developing metacognitive knowledge is an effective way of improving outcomes</p>	
<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>	<p>1, 2, 4</p>

<p>Staffing</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>1, 2, 3, 4</p>
<p>Resources</p> <p>Ensure phonic resources and reading books are purchased and kept up to date</p> <p>Contribute towards purchase of ‘Plazoom’ writing scheme</p> <p>Use age standardised tests - NTS Reading and Maths tests 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</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>1,2,4</p>

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

Budgeted cost: £15,800

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</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>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>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>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>1, 2, 3, 5</p>

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

Budgeted cost: £3,225

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>Pupil wellbeing champions can help reduce stigma around mental health problems within the school. They have an important role in providing support and guidance to fellow pupils, engaging with students in a relatable manner and promoting wellbeing strategies and positive relationships</p>	<p>3,4</p>
<p>Pupils have equal opportunities to take part in extra-curricular</p>	<p>These opportunities are beneficial to social development enabling children to make social connections and increase motivation.</p>	<p>3, 4</p>

activities, trips and residential		
<p>Improve attendance of children in receipt of PPG: Regular communication with all parents regarding attendance</p> <p>Closely track and monitor whole school and individual attendance</p> <p>Liaise with parents to ascertain and work together to address any barriers to attendance (Early Help assessment).</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>	1,5
Contingency fund for acute/emerging issues	<p>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</p>	1, 2, 3, 4, 5

Total budgeted cost: £29,815

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 2023-2024 indicate that the performance of disadvantaged pupils overall was lower than that of other pupils:

% Pupils working at ARE

	Pupil Premium	Other Pupils
Reading	27.27	76.62
Writing	27.27	67.11
Maths	36.36	72.73

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. This year (2023-2024) we have been in the 'embedding' phase, which has seen the continued use of the NCETM Prioritisation scheme as well as 'mastering number' in KS1. 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 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 consistently across school.

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 helping them to know more and remember more.

A range of interventions both in and out of class are carried out to support pupils learning, facilitating the ability to keep up and catch up. Using a variety of assessment tools, the majority of children made progress from their starting points. Where progress is less evident, it is 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.

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.

66.6% children (11 out of 18) attended one or more after school club

Attainment of Pupils in receipt of the PPG 2024:

GLD -50%

Phonic check (Year 1) – No Pupil Premium pupils in Y1

Phonic Check (Year 2) – No Pupil Premium children were required to retake the check

Year 6 Teacher Assessment/ SATs tests (children reaching required standard

Reading – 0

Writing – 0

Maths – 0

Attendance for the disadvantaged group (2023-2024) overall was 92.16%, with 27% being persistently absent

Attendance for Non Pupil Premium children was 95.59% overall, with 6.14% being persistently absent