



# 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 ( <b>3 year plans are recommended</b> ) | 2024-2027                |
| Date this statement was published   | November 2024            |
| Date on which it will be reviewed   | October 2025             |
| Statement authorised by   | Alun Randell             |
| Reviewed by   |                          |
| 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     |
| <b>Total budget for this academic year</b>  | £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)<br>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)<br>Phonics intervention (+5)<br>Teaching assistant interventions (+4)<br>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 during this period.

#### 2024 Impact

There was only 1 child in Year 6 (Pupil Premium) who met the expected standard in maths but narrowly missed in reading and writing. Progress made over the last 3 years in terms academic, self confidence and resilience was considerable.

1/3 Pupil premium children met the expected standard in all subjects in Year 2.

1/2 Pupil premium children met the phonics threshold in Year 1

Punctuality has improved markedly and attendance is rising.

#### 2023 Impact

**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?*

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.

Attainment in maths has risen across the school. 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 2024/2025 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     |