



# Hempland Primary School



## 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
School name	Hempland Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	7.5
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Abbie Innes Head teacher
Pupil premium lead	Harriet Hutchinson Acting Deputy Headteacher
Governor / Trustee lead	Sarah Zettel

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38210
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41400

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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to close the attainment gap between disadvantaged children and their peers

- To use evidence-informed approach to the strategies we use to support disadvantaged children
- To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils
- To support disadvantaged learners at all levels of attainment
- To plan and implement support through a tiered approach:

1. Teaching
2. Targeted Academic Support
3. Wider Strategies

### Challenges

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

Challenge number	Detail of challenge
1	Well being issues affecting educational outcomes
2	Impact of partial school closures on pupil premium children's education, with children falling further behind age related expectations.
3	Some children need support with their emotional regulation
4	Weaker speech and language skills, impacting on phonics and reading in EY and KS1
5	Lower progress scores for disadvantaged pupils.

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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.

<b>Intended outcome</b>	<b>Success criteria</b>
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Maths	Achieve above national average progress scores in KS2 Maths
Progress in Phonics	Achieve above national average expected standard in PSC
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by parent and pupil voice surveys and teacher observations.

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## 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: **£6,120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement new phonics scheme	1 EEF KS1 Reading guidance-Strand Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.	2, 5
Staff CPD for quality first teaching	EEF – School improvement planning, high quality teaching. There is a strong evidence base that quality first teaching has the biggest impact on outcomes for all pupils including disadvantaged.	2, 4, 5
ECT training and mentor training.	EEF - developing high quality teaching. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.	2, 5
Teaching children to remember and retain spelling teaching – training	EEF improving literacy in KS1 Recommendation 6 Promote fluent transcription skills by encouraging extensive and effective practice and explicitly teaching spelling. EEF improving literacy in KS2 Recommendation 5 Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	2, 5
Mastery Maths training	EEF improving maths in the early years and KS1 EEF improving maths in KS2 and KS3	2, 5
2 Assessment tools to identify gaps in children’s knowledge and understanding	3 EEF – Using your pupil premium funding effectively. Assessing and monitoring pupil progress Standardised tests can give insights into specific strengths and weaknesses of each pupil to ensure that they receive the correct in class and/or additional support.	2, 4, 5

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

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Budgeted cost: £12,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clicker writing training	National Literacy trust research report	2, 5
Small group/1:1 Phonics interventions in Y1 and Y2.	DFE – The reading framework. To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.	2, 4, 5
<i>Targeted interventions to support progress in KS2</i>	DFE – The reading framework. EEF improving literacy in KS1 EEF improving literacy in KS2 EEF improving maths in the early years and KS1 EEF improving maths in KS2 and KS3 EEF making best use of teaching assistants.	2, 5
<i>EY resources to meet the needs of the new EY curriculum</i>	EY Framework EEF Preparing for literacy EEF improving maths in the early years and KS1	2, 4, 5
<i>Purchase of new phonics scheme books.</i>	DFE – The reading framework. Little Wandle Phonics scheme.	2, 4, 5

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

Budgeted cost: £23,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Zones of regulation training</i>	<a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a>	1, 3
<i>ELSA training (7 days training)</i>	Educational Psychology service	1, 3
Impact of Covid on EY SEMH training	Educational Psychology service	1, 3
Emotionally Based School Avoidance training	Educational Psychology service	1, 3
Pastoral parent liaison TA to support families	NA	1, 3
Support with school trips and residential trips.	Dfe my activity passport –introduction.	1

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Young leaders award Y2 and Y5	<a href="https://www.archbishopofyorkyouthtrust.co.uk/research">https://www.archbishopofyorkyouthtrust.co.uk/research</a> The YLA: (i) makes a valuable contribution to the personal, social and educational development of children and young people, and (ii) helps engage young people with their communities and that they act as a valuable support mechanism for wider curriculum delivery.	1, 3
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**Total budgeted cost: £ 41400**

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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.

Aim	Outcome
Priority 1 -Quality of teaching and learning: To raise outcomes for disadvantages pupils so that they achieve at least in line with national expectations in reading, writing and maths.	End of KS assessments did not take place so deeper analysis of results has not happened. However, results across R and W and M improved with more children meeting expected standard according to internal assessment NFER data, Mock SATs data and phonics resulting in 94% of children meeting threshold in the Autumn 2020 Phonics Screening check.
Priority 2- Wellbeing, behaviour and attitude: To support children to develop strategies to cope with the challenges of school and to engage with wider opportunities.	Emotional wellbeing is being supported and resilience of pupils is improving through targeted support. Children have access to a full range of wider curriculum opportunities, some of which are subsidised.

## 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
Nessie dyslexia support	Nessie Learning
Synthetic phonics	Little Wandle Letters and Sounds
Clicker Writer	Crick Software

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## 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?	We funded ELSA Teaching assistants to support the emotional wellbeing of service children. Gaps in education were addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Emotional wellbeing has being supported and children have accessed appropriate support.