



# Hempland Primary School



## Pupil premium strategy statement

This statement details our school's use of pupil 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 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	422
Proportion (%) of pupil premium eligible pupils	10.4
Academic year/years that our current pupil premium strategy plan covers	2021-2022, 2022/2023, 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Abbie Innes Head teacher
Pupil premium lead	Harriet Hutchinson Deputy Headteacher
Governor / Trustee lead	David Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,085
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	£63,085

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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	<b>Well being</b> Observations, discussions pupils and families indicate that the well being of many of our disadvantaged pupils needs support including social, emotional and mental health.
2	<b>Outcomes</b> We have a focus on closing the attainment gap for disadvantaged pupils in all phases of school.
3	<b>Cultural Capital</b> We believe that all children should have the same experiences of their peers and not be held back because of their access to means of funding this.

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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: £19,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD for quality first teaching and adaptive teacher	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.	1, 2, 3
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.	1, 2, 3
Spelling shed scheme	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, 3
Subject Leader training for English and Maths leaders	EEF improving literacy in KS1 EEF improving literacy in KS2 Ofsted English Review. Ofsted Maths Review EEF improving maths in the early years and KS1 EEF improving maths in KS2 and KS3	2
NPQ training	NPQ frameworks NPQEY	1, 2, 3
NASENCO training	National College for teaching and Leadership	1, 2

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

Budgeted cost: £19,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1, 2
Targeted interventions to support progress in KS2	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.	1, 2, 3
Wellcomm speech and language Toolkit EY	EEF Preparing for Literacy Report	1, 2
Little Wandle phonics catch up	DFE – The reading framework. EEF improving literacy in KS1 EEF improving literacy in KS2	2
Elklan	EEF Communication and Language	1, 2

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

Budgeted cost: £24,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training and implementation	Educational Psychology service	1, 3
Small group interventions to support social and communication skills.	Socially speaking group Lego therapy	1, 2, 3
EBSA training	Educational Psychology service	1, 2
School wellbeing service	Educational Psychology service	1, 2
Nurture TA	Educational Psychology service	1, 2, 3
Movement and sensory breaks	Specialist teaching team	1, 2, 3

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Pastoral parent liaison TA to support families	NA	1,2, 3,
Support with school trips and residential trips.	Dfe my activity passport –introduction.	1, 3
Staffing for school trips and residential	Dfe my activity passport –introduction. Ofsted framework.	1, 3
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.	1,2, 3
Extra curricular clubs, bespoke 1:1 peripatetic teaching funding, encouragement and support to attend.	<a href="#">Ofsed Framework</a>	1, 3

**Total budgeted cost: £63,222**

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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 2022 to 2023 academic year.

We have analysed the performance of our disadvantaged pupils during the 2022-2023 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

KS2	Expected Standard +				Higher Standard			
	All	Dis	Non- Dis	Gap	All	Dis	Non-Dis	Gap
2022-23								
Number of Pupils	61	6	55		61	6	55	
Reading	87%	100%	86%	+14%	43%	17%	46%	- 29%
Writing	90%	100%	89%	+11%	32%	17%	33%	- 16%
Maths	87%	100%	86%	+14%	34%	17%	36%	-19%
RWM combined	84%	100%	82%	+18%	16%	17%	16%	-1%

KS2	Expected Standard +				Higher Standard			
	All	Dis	Non- Dis	Gap	All	Dis	Non-Dis	Gap
2021-22								
Number of Pupils	61	5	56		61	5	56	
Reading	93%	100%	93%	+7%	48%	60%	46%	+14%
Writing	90%	100%	89%	+11%	39%	20%	41%	- 21%
Maths	93%	100%	93%	+7%	48%	20%	50%	-30%
RWM combined	84%	100%	82%	+18%	21%	0%	23%	-23%

Disadvantaged children performed well at the end of Key Stage 2 in reading, writing and maths in 2022-23 with 100% of disadvantaged children achieving this standard. There was a gap in performance at the higher standard in all subjects. This gap has increased in reading but decreased in writing, maths and in RWM combined.

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2022-23	Expected Standard +				Higher Standard			
KS1	All	Dis	Non- Dis	Gap	All	Dis	Non-Dis	Gap
Number of Pupils	61	5	56			61	5	
Reading	69%	80%	68%	+12%	21%	20%	21%	-1%
Writing	46%	40%	46%	-6%	13%	0%	14%	-14%
Maths	59%	40%	61%	-21%	16%	0%	18%	-18%
RWM combined	43%	40%	43%	-3%	10%	0%	11%	-11%

2021-22	Expected Standard +				Higher Standard			
KS1	All	Dis	Non- Dis	Gap	All	Dis	Non-Dis	Gap
Number of Pupils	60	6	54			60	6	
Reading	85%	83%	85%	-2%	20%	17%	20%	-3%
Writing	70%	67%	70%	-3%	13%	0%	15%	-5%
Maths	80%	83%	80%	+3%	15%	17%	15%	-2%
RWM combined	70%	67%	70%	-3%	8%	0%	9%	-9%

Disadvantaged children performed above their peers in reading but slightly lower in writing and maths and also at the higher standard.

Year 1 phonics	2021-22	2022-23
All	87%	92%
Dis	80%	100%
Non Dis	87%	91%

All of the disadvantaged children met the standard of the phonics screening check in 2023.

Our observations and assessments suggest that there are challenges in relation to well-being and mental health for some pupils.

Attendance figures for pupil premium children are 95% for 2022-23 compared to 96% for non-pupil premium children. This shows that attendance is marginally lower for pupil premium children but not significantly.

We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year, as set out in the Activity in This Academic Year section above.



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## 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*

<b>Programme</b>	<b>Provider</b>
WellComm Speech and Language Toolkit	GL-assessment
Spelling Shed	Education Shed Ltd.
Little Wandle Letters and Sounds	Wandle Learning Trust
Scarf Scheme	Coram Life Education
TT Rockstars	Maths Circle Ltd
Nessy	Nessy Learning
TRUGS	Read successfully Limited