Pupil premium strategy statement Hemingford Grey Primary School 2025-2026

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	
School name	Hemingford Grey Primary School
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	31/245 **13%**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sep 2025-Jul 2028
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	The Full Governing Body
Pupil premium lead	Danielle Gaynor/Danielle Jermy
Governor / Trustee lead	Vanessa Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,845
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£49,845

Part A: Pupil premium strategy plan

Statement of intent

At Hemingford Grey Primary School, we are committed to ensuring that every pupil, regardless of background or circumstance, is given the opportunity to achieve their full potential. Our use of Pupil Premium funding is driven by a deep understanding of the barriers faced by our disadvantaged pupils and a determination to remove them through high-quality teaching, targeted academic support, and wider pastoral provision.

We aim to ensure that all pupils—particularly those eligible for Pupil Premium—are supported to make strong progress and attain outcomes in line with, or above, their peers nationally. Our strategy is designed to foster aspiration, resilience, and self-belief, ensuring that every child feels valued, included, and well prepared for the next stage of their education.

We recognise that disadvantaged pupils are not a homogenous group and that many face different challenges. Our approach is therefore responsive and evidence-informed, focusing on early identification of need, high expectations for all, and collaboration between teachers, support staff, and families.

Ultimately, our intent is to provide a rich, inclusive education where disadvantage is never a barrier to success.

Challenges

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

Challenge number	Detail of challenge
1	Evidence from assessments and pupil interactions shows that many disadvantaged pupils have weaker oral language and vocabulary skills, with these gaps apparent from Reception to KS2 and more common than among their peers.
2	Evidence from assessments and pupil discussions shows that disadvantaged pupils generally face more difficulty with writing than their peers. Historically, disadvantaged pupils have started Reception below age-related expectations, compared with their peers. While progress is made, a notable gap persists at the end of KS2.
3	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadveantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our observations and discussions with pupils and families have identified social and emotional issues as being a barrier for many pupils. These challenges

	particularly affect disadvantaged pupils, including their attainment. Teacher referrals for in school support remain relatively high. 13 pupils currently require additional support and are on the SEND register with social and emotional needs, with 42% pupil premium and receiving small group interventions.

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
Challenge 1: To improve oral language and vocabulary acquisition for disadvantaged pupils from Reception to KS2, enabling them to communicate effectively, access the full curriculum, and make strong progress in reading and writing.	• Assessments and teacher observations show accelerated progress in pupils' spoken language, vocabulary use, and comprehension. • Targeted pupils demonstrate improved confidence and fluency when speaking in class discussions, group work, and 1:1 interactions. • Vocabulary-rich environments are evident across all classrooms, with explicit teaching of tiered vocabulary embedded in planning and practice.
Challenge 2: To improve writing outcomes for disadvantaged pupils so that progress and attainment more closely match those of their peers, reducing the gap evident from Reception through to the end of KS2.	• Disadvantaged pupils make noticeable improvements in their writing skills and confidence over time. % of disadvantaged children meeting ARE will be higher and more in line with their peers. • Teachers provide targeted support and guidance to help disadvantaged pupils develop their writing. • Writing is consistently valued across all curriculum areas, with pupils given opportunities to write for different purposes and audiences. • Pupils show increased engagement and enjoyment in writing activities. • Subject leaders and teachers monitor and discuss writing progress regularly, adjusting support as needed.
Challenge 3: To improve attendance and reduce persistent absenteeism among disadvantaged pupils, ensuring they have full access to learning opportunities and can make strong progress across the curriculum.	• Disadvantaged pupils attend school more regularly and engage consistently with their learning. • Persistent absenteeism among disadvantaged pupils decreases over time.

	• Staff monitor attendance closely and implement timely interventions to support pupils and families. • Pupil progress and engagement improve as attendance increases. • Families are supported and engaged in promoting regular attendance and understanding its impact on learning.
Challenge 4: Disadvantaged pupils with social and emotional needs receive targeted support that enables them to engage fully with learning, develop resilience, and make improved academic progress.	• Pupils access appropriate interventions and support for social and emotional development, either in small groups or individually. • Staff monitor pupils' well-being and engagement and adapt support as needed. • Pupils demonstrate improved confidence, resilience, and readiness to learn. • Families are actively involved in supporting their child's social and emotional development. • Teacher referrals for social and emotional support are effectively managed, and pupils make progress in both personal development and academic outcomes.

Activity in this academic year

This details how we intend to spend our pupil premium funding to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9283

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of writing scheme for consistency across school. Training for staff to ensure it is embedded and staff feel confident in their delivery.	Research from the Education Endowment Foundation (EEF) shows that structured approaches to teaching writing, combined with consistent implementation across year groups, can improve pupil outcomes, particularly for disadvantaged learners. By purchasing a writing scheme and providing staff training, we aim to ensure high-quality, coherent teaching, increase teacher confidence, and maintain consistent expectations and progression across the school, supporting pupils to develop	2

	stronger writing skills and close attainment gaps.	
To ensure high quality teaching to improve pupil outcomes, effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes.	There is strong evidence to indicate that investing in high quality CPD will support staff retention and quality teaching Effective Professional Development | EEF	1,2,4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	1
Improve the quality of social and emotional (SEL) learning.

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools \| EEF | 4 |
| Develop a learning environment which encourages children to learn independently through carefully planned learning activities.
Provide opportunities for children to collaborate on their learning and develop ideas together. | Collaborative learning environments can add as much as 5 months progress.
There is evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.
It is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully. | 1,2,3,4 |

	Collaborative learning approaches	EEF	

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

Budgeted cost: £24,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing individualised interventions for children who are falling behind to ensure that the gap is not allowed to widen between these children and their peers.	Evidence indicates that one to one tuition and intervention work can be effective, providing approximately five additional months' progress on average. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition	EEF	1,2
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions		1,2,4

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

Budgeted cost: £15,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Research papers show an overall positive impact – particularly on children's health, but with some encouraging signs too of a correlation between school breakfast club provision and improved cognitive skills, test results, attendance, punctuality, relationships, and behaviour.	3,4

	A-Literature-Review-on-the-Effects-of-Breakfast-Consumption-and-School-Breakfast-Clubs-2-1.pdf	
Pastoral support worker supporting pupils' social, emotional and behavioural needs	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning	EEF	3,4
Staff well-being support scheme subscription		3,1,2
Extra curricular clubs	EEF evidence suggest there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. In addition, by providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. This in turn can support social and emotional development and motivation to improve attendance.	3,4
Communicating with and supporting parents to improve attendance.	The aim of these interventions is that greater awareness of the misconceptions will lead to guardians taking a more active role in improving their child's attendance. EEF blog: Taking a tailored approach to improving attendance	EEF	3

Total budgeted cost: £49,845

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that children in receipt of Pupil Premium are performing below non disadvantaged children across all areas of the curriculum.

Identification of this has resulted in the the implementation of targeted intervention work. Across the year, significant progress was made for these children and overall end of year data was stronger than previous years.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, early literacy skills and SEMH. The data demonstrated that disadvantaged children were entering into school significantly below developmental expectation in the baseline assessments. By implementing the actions suggested in the previous year, 76% of children left Reception at the ARE. With an emphasis on improving the consistent delivery of the phonics scheme, the data indicated that this was successful having 95% of children passing the Phonics screening check. This was significantly above national.

Our evaluation of the approaches delivered last academic year indicates that many of the targeted and wider approaches, together with the Quality first teaching has had a positive impact on the disadvantaged children. Breakfast club has meant that for those who attend, attendance and punctuality has significantly improved with punctuality being 100%.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.