Pupil premium strategy statement Hemingford Grey Primary School

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	270
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sep 2024- July 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	The Full Governing Body
Pupil premium lead	Danielle Gaynor
Governor / Trustee lead	Vanessa Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,200
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	£67,200

Part A: Pupil premium strategy plan

Statement of intent

At Hemingford Grey Primary School, all stakeholders share a strong commitment to ensuring that disadvantaged children receive the best possible support to make excellent progress and achieve as well as their peers. We aim to ensure our pupils receive equal opportunities to a successful future by leaving their primary education with knowledge and skills as independent, lifelong learners, able to communicate views, ideas and feelings about their success and aspiration. We strive for good outcomes in all subjects, with maths and English being basic skills which support access to future opportunities. We aim to develop cultural capital of all students so that they can contribute purposefully to life as future citizens of the world.

In the last 5 years, Hemingford Grey has seen a rise in pupils eligible for PPG and in response to this we have prioritised upskilling our staff, governors and community on how we can best support outcomes for our pupils. The plans for the next 3 years, focus on the barriers identified by the school's Pupil Premium Lead and Pupil Premium Champion who have worked with Phase Leaders and teachers to explore the barriers our pupils face and explore possible strategies to overcome them. In recognition of the ongoing impact on disadvantaged pupils' educational outcomes through the covid-19 pandemic, we plan that additional recovery funding is used to reduce the gaps in learning that may have increased for this group. Where appropriate targeted support and intervention is focussed on those pupils who need it most.

The key principles of our strategy plan are to ensure the funds are spent on evidence informed strategies which are known to have impact on pupils learning. We use the EEF model for school improvement to guide our Strategic Development Plan (StDP), school Provision Maps and PPG fund to ensure that resource is used effectively for positive impact. Where whole school approaches and quality provision and teaching meet a wider group of pupils, we apply these strategies, knowing that all pupils can benefit.

Challenges

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

Challenge number	Detail of challenge
1	Oracy - Difficulties in using and understanding a rich vocabulary that is needed to be drawn from within their own real-life experiences

2	Metacognition and self-regulated learning– learning behaviours affected developmentally by inconsistent access to school expectations through the pandemic, inc independence, retrieval, reasoning, evaluating and questioning skills.
3	Engagement and motivation – lack of value in education and learning
4	Literacy - comprehension and composition
5	Attendance and punctuality – inconsistent exposure to school and late arrival results in missed opportunities to learn
6	SEMH barriers to learning – children who suffer from anxiety, trauma or attachment

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 provide Quality Teaching, Targeted Support and Wider school strategies to identify strategies to overcome barriers caused by educational disadvantage (PP or other).	~ Termly Pupil Progress Meetings provide information to update cohort provision maps identifying barriers, strategies and impact for Quality Teaching, Targeted Support and Wider School Strategies. ~ Pupil Profiles (ADPR –SEND), updated termly, identify area of support required for individual pupils with barriers, strategies and impact identified.
To develop the staff, pupils and parents understanding of the important use of oracy and vocabulary in and out of school and Pre-school.	Use the Voice 21 Oracy Framework and develop actions for all stakeholders to tackle reduced oracy deficiency in our pupils from ages 3-11. https://voice21.org/stage-1/
To develop the oral language skills of pupils in Early Years and KS1.	Targeted interventions improve outcomes for children who did not achieve or not targeted to achieve ARE in Communication and Language using appropriate interventions. Opportunities to develop language in continuous provision.
To develop learning behaviours through explicit teaching of metacognition and self-regulated learning strategies.	~ Planned pedagogical approaches match the needs of the pupils in each phase of learning e.g. access to quality continuous provision in EYFS and KS1 or enquiry based learning and research in KS2. ~ Evidence for Quality of Education provided across school shows pupils are supported in developing retrieval skills, questioning skills, planning skills, monitoring skills, evaluating skills and challenge within learning experiences.

To develop engagement and motivation of pupils to be successful learners now and in the future.	~ Wellbeing and Engagement is monitored through Pupil Progress. ~ Pupil Profiles and Provision maps, updated termly, identify area of support required for individual pupils with barriers, strategies and impact identified.
The % PPG pupils working at the expected standard will increase in reading and writing. Rapid improvement in reading ensures progress for eligible PP pupils.	A defined % of PPG pupils will achieve the expected standard in reading and writing by the end of each academic using tutoring and Catch Up Literacy Programme.
Low attendance and lateness of specific pupils to reduce enabling a positive start to the day, accessing all learning opportunities.	The % of pupils consistently late or with low attendance is reduced, through increased engagement with the school, EWO and family support team.
To improve the outcomes of children where SEMH need is a barrier to learning.	~ Academic progress improves for pupils identified and supported with SEMH needs. ~ Both internal and external SEMH supports specific need to address barriers. ~ Pupil voice indicates children are enabled with strategies to self-manage and seek support when needed.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy – *~ Voice 21* *CPD* *~ Early Years - Talkboost* *KS1 Talkboost*	Research suggests all language interventions and language development as part of whole school provision have considerable impact on reading. ~ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions ~ https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/	1
Engagement and motivation – understanding of value in learning	Research suggests using measurable Leuven Scales is one of the most valuable ways to quantify and measure children's learning and engagement. Using this information in Pupil Progress meetings enables us to consider which children lack involvement and motivation to learn. https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/	3
Metacognition – develop the The 7 EEF recommended areas of Metacognition and Self-Regulated learning e.g. teach pupils how to organise and effectively manage their learning independently	Evidence suggests the use of metacognitive strategies which get children to think about their own learning makes significant progress when used well, with particular evidence of impact on disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Healthy Schools	2
Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. The newly purchased FFT scheme will enable staff to deliver high quality phonics sessions and interventions with resources enabling children to access reading books at the correct level. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
~ Maths Lessons delivered in smaller groups to increase feedback	~ Evidence based research tells us that teaching children in small groups which we do for maths, supports children to receive effective feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2

opportunities and collaborative working.	~ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
Reciprocal Reading *~ Approach CPD and resourcing*	Reading Comprehension strategies are high impact on average (6+ progress). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies See EEF Reciprocal Reading Project	4
~ Recovery fund supports staffing to reflect increase of SEMH need *~ Cambs LA SEND Toolkit*	The research suggests teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding. Our Inclusion lead enables this by identifying and sourcing to meet CPD needs. Special Educational Needs in Mainstream Schools— Recommendations (d2tic4wvo1iusb.cloudfront.net)	6

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

Budgeted cost: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of specific interventions to deliver in small groups	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Small group tuition	EEF (educationendowmentfoundation.org.uk) Interventions are identified during pupil progress meetings where gaps are identified. Children who have	4

	been identified complete an initial assessment and following a complete 6 week intervention programme, are assessed at the end to identify the progress made.	
Pastoral Support inc breakfast club	Pastoral Leader facilitates breakfast club for identified pupils to support transition from home to school to self-regulate for learning to start the day in the classroom with peers. Pastoral service is a planned approach to supporting the children in school with identified pastoral needs. This is based on a referal system and the interventions last for specific periods of time. Pastoral leader also works with families to support the whole family. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7 6
Purchase to improve *Oracy –* *Talk Boost CPD and Resources*	Oral language interventions can have a positive impact on pupils language skills. Oral language interventions | EEF (educationendowmentfoundation.org.uk) ~ https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/ ~ https://www.teachneli.org/what-is-neli/	1
Attendance monitoring to identify repeated patterns of late and absence which impacts on learning.	~ Good attendance supports pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5
Literacy Intervention – Catch Up Literacy *FFT routes to reading in Year 2* *KS2 FFT intervention for children falling behind*	~ The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. ~ https://www.catchup.org/interventions/literacy.php	4
Post-Lac ~ TA and teacher support (interventions	PAC-UK - https://www.pac-uk.org/ suggest that Children Previously in Care can particularly struggle with: 1. Attachment relationships with adults 2. Managing their peer relationships 3. Managing their feelings and behaviour 4. Coping with transitions	6

, meet & greet, talk time to support feelings and peer relationships) -Governor awareness at FGB meeting ~ SEMH training for leaders and staff	5. Developing their executive functioning skills. Voice of parent/carer and the child will be taken into consideration when determining appropriate support strategies.	
Breakfast club to support a positive start to the day and readiness for classroom learning	Our breakfast club supports a small group of pupils, who are mostly disadvantaged to access a settled and positive start to the day to settle, regulate emotions in transitioning from home to school and begin the day, ready to learn. Breakfast club supports transition of some children who find this challenging. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent/Carer workshops *~ Phonics* *~ Friendship* *~ Reading for pleasure and understanding* *~* *Relationships, Resilience and self-regulation*	Research supports the approach at HGPS to prioritise actively engaging with parents and carers. Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6 4

Outdoor learning and Forest School	Outdoor Learning and Forest School offers learners regular opportunities to achieve and develop confidence and self-esteem, through hands on learning experiences. Provision of these opportunities to our disadvantaged we believe will support their confidence and self-esteem in the classroom. [Forest School	Council for Learning Outside the Classroom (lotc.org.uk)](#)	3

Total budgeted cost: £67,200

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

	2022/23	2023/24
Phonics screening test	80% Year 2 resit: 50%	50% Year 2 resit: 100%
End of KS1 data	Reading: 25% ARE Maths: 63% ARE Writing: 13% ARE	Reading: 40% ARE Maths: 60% ARE Writing: 60% ARE
End of KS2 data	*Out of 10 children* Reading: 40% ARE 10% GD GPS: 30% ARE Maths: 30% ARE Writing: 40% ARE Combined 30% ARE	*Out of 6 children* Reading: 17% ARE GPS: 0% ARE Maths: 33% ARE Writing: 0% ARE Combined 0% ARE

Data from KS2 tests and assessments suggest that attainment of the school's disadvantaged pupils in 2023/24 was below our expectations. Following further analysis of the data, the reason for the low percentages of children gaining ARE at the end of KS2 is largely due to a crossover of high SEND needs along with the SEMH need within the cohort impacting on access to completion of the tests. End of KS1 data has improved significantly from the previous year, suggesting that the focus on early

reading has had a positive impact. The percentage of PPG children is still below where we would like it to be. Phonics outcomes, whilst lower for the Year 1 children compared with the previous year, shows that 100% of PPG children left KS1 with the age appropriate phonics understanding.

Using the subscription to the FFT reading assessment program (RAP) tracking reading has been thorough and gaps are identified quickly. This is used with all children in Rec and Year 1 and is also being used to assess the bottom 20% readers. Impact has been that early identification means that we are able to implement interventions and catch up quickly.

Catch-Up Literacy used in 1:1 tuition with KS2 pupils had a positive impact on progress in the PPG eligible, bottom 20% pupils in reading who left KS1 below ARE. Whilst these pupils are not ARE, they are making progress in reading levels due to the intervention.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. These include:

- utilising the DfE grant to train a senior mental health lead.
- offering an increasing range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.