Hemsby Primary School

Pupil Premium Statement

2022-2024

Pupil premium strategy statement – Hemsby Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	145 (+ 24 Nursery)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	22/23, 23/24, 25/26
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jonathan Rice – exec HT
Pupil premium lead	DHT
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,380
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£8,143
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£60,523

Part A: Pupil premium strategy plan

Statement of intent

Hemsby Primary School is a school that believes all children should make progress and reach their full potential. Our school vision ensures that all children 'ASPIRE' to succeed and is at the heart of all we do. At Hemsby Primary we strongly believe in providing the children with inspiring, creative and meaningful learning experiences that builds on their natural curiosity and ignites their passion for learning. Through our developing well sequenced, knowledge rich curriculum and a supportive environment we aim to create a culture with high expectations where children embrace the joy, awe and wonder of learning.

We aspire for all of our children to leave Hemsby Primary School, with high aspirations, having the confidence and knowledge they need to succeed as unique individuals, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high prior attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We provide high quality CPD for our teaching staff with greater focus on areas that disadvantaged children require the most support. This is an entitlement for all children in our school and crucial to the sustained and improved attainment and progress of disadvantaged pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Challenge 1: Children's mental health & wellbeing Developing quality relationships and improving children's mental health & well-being throughout our school community Some children entitled to pupil premium have low levels of well-being and involvement. Attendance is also an issue. School has purchased Jigsaw for support personal development to enable all pupils including disadvantaged to fully access all school has to offer. A pastoral TA has also been appointed for bespoke support for pupils and their families. This enables the school to provide family support for all families but in particular disadvantaged with the aim of improving relationships, trust in the school and children's attendance and so access to quality (and adapted) provision.
2	Challenge 2: Raising attainment & improving outcomes Through pupil voice, formative & summative assessments, parental voice and teacher observations the school has identified that some children who are entitled to being supported by pupil premium achieve below age expected outcomes. Therefore the school has purchased interventions for maths, reading. The school has also funded additional adult support in class to ensure that all pupils can access the learning and any barriers to success are broken down. Additional adult support provided scaffolding, the opportunities for bespoke interventions and strong relationships with children who need emotional support.
3	Challenge 3: Behaviour support Funding has been allocated to ensure that the disadvantaged children are supported at the most vulnerable time of the day. Lunchtimes are structured to enable purposeful play supervised by appropriate adults.

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: Children's mental health & wellbeing	
Children's social emotional and mental health will continue to be supported through: carefully planned support from Pastoral TA, PSHE curriculum, intervention support sessions (SENCo). External providers such as Just One Norfolk will be sought to provide support for the most vulnerable children.	PSHE curriculum map will show progressive knowledge and skills Teacher observations show improvements for all children. Trained staff assessments show increased mental health and resilience for targeted children
All staff will use Boxall profile to measure levels of pupil's wellbeing. Pastoral TA is trained in Nurture support. Strategies will be put in place to improve children's levels of wellbeing and improvement with support emotional interventions (lego therapy for example).	Class wellbeing and involvement assessments will be carried out throughout the year showing progress for targeted pupils. Weekly DSL meetings will evidence increased support and progress for targeted pupils
Pastoral TA will continue to work directly with parents to support and further develop relationships, as well as enhancing parental engagement with the school.	Pastoral TA is outside at start of school day and offers daily support, drop in sessions with parents Parent surveys to show that parents feel supported and know where to seek advice Parental engagement at school events increase.
Intended outcome	**Success criteria**
Challenge 2: Raising Attainment and Improving Outcomes	
Leaders to continue to monitor attendance and supporting families who are persistently absent/late. Children's attendance to improve to 90% +	Leaders monitoring attendance Weekly DSL attendance meetings and minutes – discussions on attendance percentages, certain children/families and procedures taken. Whole school attendance to reach 96%
TAs continue to be deployed full time in every classroom; to support groups of learners to develop their knowledge and skills, enabling them to make good progress Reading, Writing and Maths.	Teaching assistants across the school are used to support learning for identified children. The children make accelerated progress particularly in reading as demonstrated RWInc reading assessments & termly in house assessment data Lesson visits and learning walks evidence quality first teaching and support being given to our most vulnerable pupils which is resulting in a narrowing of the attainment gap.
Curriculum is based on research and understanding in metacognition, cognitive	Lesson visits, pupil voice, book scrutiny and pupil outcomes demonstrate a curriculum

load and neuroscience. Ensuring that knowledge and skills are committed to the pupils long term memory	and teaching approach that meets the needs of all children. Assessment data evidences improved outcomes
Intended outcome	**Success criteria**
Challenge 3: Behaviour Management	
New equipment to be purchased to engage children at lunchtime to ensure purpose ; Skipping ropes, stilts, tennis, football.	A reduction in lunchtime behaviour incidents A reduction in Suspensions and PX Leader monitoring shows that lunchtimes are calm and children are appropriately engaged in play – showing the skills of compromise, negotiation, co-operation etc
Adults appointed to support children at play during lunchtimes – designated roles are allocated to ensure interaction and adequate supervision. Safe play is promoted and modelled.	

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: £3900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum refinement	Professional development on evidence-based approaches for example feedback, metacognition, reading comprehension.	2
Wellbeing & involvement, Social & emotional learning	The EEF found that social and emotional learning makes +4 months impact.	1
CPD – VNET *RWInc Fast track training*	Professional development on evidence-based approaches for example feedback, metacognition, reading comprehension.	1,2,3

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

Budgeted cost: £ 36,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants used to deliver daily RWInc reading and phonics groups in a supporting and strong learning environment	The EEF found that phonics interventions gain +5 months impact. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2,3
Teaching assistants in every classroom to support teaching– this enables teachers to work with small groups and individual children	The EFF found that ensuring explicit connections are made between learning from everyday classroom teaching and structured interventions was an effective use of TA's. Also quality first teaching for our most vulnerable pupils	2,3

on targeted interventions/additional support	especially with additional pressures e.g. SEND is best delivered in small groups or individual	
SUMDOG and Reading cloud interventions	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	2

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

Budgeted cost: £20587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promoting purpose play and relationships	EEF research (2019) has found that implementing targeted approaches to behaviour management to meet the individual needs of the school is effective. We are ensuring a consistency of approach in our most unstructured part of the day	3
PSA to work closely with families offering targeted support	The EEF found that increasing parental engagement makes +4 months impact. Our own case studies show the positive impact of our pastoral work in engagement of families All children need to attend school regularly to have access to high quality of teaching and learning and pastoral support	1,2,3

Total budgeted cost: £ 60,523

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Despite improved outcomes for disadvantaged pupils in Year 2, other national assessments show a significant gap between disadvantaged pupils and their peers. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has remained and increased in some individual cases since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Attendance among disadvantaged pupils was 89.86% this was lower than their peers 21/22 and significantly lower than the national average at 95%. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour continues to improve in lessons, but challenges remain at less structured times of the day. Pupil wellbeing and mental health remain a significant issue, more so than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve in the previous strategy. We have produced a new 3 year strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider