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	128 [exc Nursery]
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	25/26, 26/27, 27/28
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jonathan Rice – exec HT
Pupil premium lead	Donna Walker - H of S
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,184
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£10,015
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*	£45,199

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 believe that all pupils should be given the opportunity to achieve their full potential, regardless of their background, race, gender or socio-economic circumstances. We are passionate that all children leave Hemsby with the necessary skills to access the next part of their learning journey in preparation for them to contribute to society regardless of their starting point.

This year we have seen an increased number of children with SEND entering Nursery, YR and across the school. An increase in children with multiple vulnerabilities means it is essential we identify barriers.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. Pupil Premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils who have been eligible for free school meals (FSM) at any point in the last six years (also known as Ever 6 FSM), looked after children and children whose parents are currently serving in the armed forces as eligibility criteria for the pupil premium, and have provided a fixed amount of money for schools per pupil based on these. Acting early and creating an enabling environment allows children to catch up sooner, which makes more economic sense.

The areas of academia, wellbeing, physical health, social, moral, spiritual and cultural are all equally important to ensure each one of our children receives the best start in life and can access school fully. We use our Pupil Premium funding to achieve these goals by: ·

- Ensuring that all children have access to quality first teaching and learning across the school.
- A focus on early intervention, which identifies need as early as possible, providing targeted or specialist support
- Ensuring that spending is directly linked to closing gaps in attainment
- Developing an assessment system to identify gaps in learning
- Making use of our own data to expand existing interventions
- Providing opportunities and 'life-experiences' which the children might not otherwise have access to. These include educational visits and clubs
- Promoting positive wellbeing, nurturing approach and positive restorative behaviour across the school to support an environment which empowers all children to make excellent progress

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. 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.

Challenges

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

Challenge number	Detail of challenge
1	Developing quality relationships and improving children's mental health & wellbeing throughout our school community Some children entitled to pupil premium have low levels of well-being and involvement. Attendance is also an issue.
2	Many of the pupils supported by Pupil Premium have compound vulnerabilities such as SEND (Speech and Language and Development delay, dyslexia, ADHD, autism and, mental health, self-esteem, attachment needs and social and emotional needs which impacts on their academic progress and attainment. Individual SEND approaches are needed to accelerate progress for many of these children. The overall average attainment of disadvantaged children is also therefore lower than non-disadvantaged, 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.
3	Some PP children have poorer vocabulary, and this can be a barrier to their progress in reading and writing.

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
Increase the rate of progress in Maths and English for disadvantaged children across Early Years, and Key Stage One and Key Stage Two	Analysis of achievement data indicates the progress of 'disadvantaged' children is at least as rapid as their peers in Maths and English
Provide high quality and early intervention inc speech and language in Early Years, KS1 and KS2 to allow all children to make good progress socially and academically	All identified pupils are given good quality support so that achievement data shows that progress is good
Children's social emotional and mental health will continue to be supported to allow them to enjoy school life and to be successful and aspirational	Pupil Voice interviews and other indicators show that pupils are happy and aspirational. Attendance data is at least equal to the national average for 'disadvantaged' children

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: £5,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics resources Continuing investment in RWI Phonics SSP	EEF small group tuition [+4months]	1 & 5
Use of PiXL across the school. Interventions/therapies accessed	Gaps in learning identified, analysed and swiftly targeted through PiXL therapies	1
Wellbeing & involvement, Social & emotional learning	The EEF found that social and emotional learning makes +4 months impact.	1
High quality curriculum scheme subscription and associated CPD to enable teachers to focus and implementation and	Supports, breadth, engagement and progression across the curriculum 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	1, 3 & 5

impact of high quality teaching SUMDOG and Reading Cloud interventions	effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	

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

Budgeted cost: £ 22,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants used to deliver daily RW Inc 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 on targeted interventions/additional support	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 especially with additional pressures e.g. SEND is best delivered in small groups or individuals	2,3

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

Budgeted cost: £17, 503

Activity	Evidence that supports this approach	Challenge number(s) addressed

Pastoral Support Worker 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: £ 45,199

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 2024/5 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 was below our expectations. Despite improved outcomes for disadvantaged pupils in some year groups, 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 due to specific issues around our Year 6 and the support this group of pupils required.

KS2 context

This Year 6 cohort represented a group of pupils whose educational journey had been significantly shaped by the long-term impact of the COVID-19 pandemic. Their formative years included extended periods of disrupted learning, remote education, and reduced access to consistent academic and pastoral support. These factors have had a lasting effect on both attainment and wellbeing.

The cohort included a notable proportion of pupils with identified Special Educational Needs and Disabilities (SEND), many of whom required high levels of differentiated support and intervention. In addition to academic challenges, the year group faced a range of complex social and emotional needs, with several pupils experiencing adverse circumstances outside of school. The school's wider team and in particular, the pastoral team, played a vital role in ensuring these children felt safe, supported, and ready to engage with learning.

Despite these challenges, every child in the cohort sat all formal SATs assessments — an achievement that cannot be overstated. For some pupils, simply reaching the point of participation was a reflection of their resilience and the strength of the school's inclusive and nurturing ethos.

While headline attainment may not fully reflect the progress made, internal tracking and teacher assessments show clear evidence of growth, perseverance, and personal development.

The school continues to prioritise high expectations, emotional wellbeing, and targeted academic support to ensure all pupils are given the best possible foundation for their transition to secondary education.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has remained. KS2 data

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.

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
Read, Write Inc	Ruth Miskin
Jigsaw PSHE	Jigsaw Education Group