

# Pupil premium strategy statement – Hempstalls 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
School name	Hempstalls Primary School
Number of pupils in school	422 (114 – PP) + Nursery 467 (128 – PP)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023 / 2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Amy Bell (head teacher)
Pupil premium lead	Jessica Potts
Governor / Trustee lead	Father Simon Maddison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 180,517
Recovery premium funding allocation this academic year	£ 12,397
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£192,914

# Part A: Pupil premium strategy plan

## Statement of intent

At Hempstalls, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential, including progress for those who are already high attainers.

As a school we recognise that quality first teaching is proven to have the greatest impact on closing attainment gaps, with a focus on areas in which disadvantaged pupils require the most support (EEF 2021). This year we aim to continue and further develop this model, utilising our Champion Learning Principles, based upon by Rosenshine's principles of instruction, for teaching and learning for all pupils. Quality first teaching will be supplemented with targeted academic and pastoral support to ensure barriers are minimised, if not eliminated.

Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to raise expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Attendance</u></b> Within the 2022-2023 academic year, the average attendance of our pupil premium children was 94%. This is below the average for non-pupil premium (97%) and below the school's target (96%). Within this, persistent absence within pupil premium was over double that of non-pupil premium (14% vs 6%). The IDSR highlights persistent absence within FSM as within the lowest 20% nationally.
2	<b><u>Attainment</u></b> From analysing both internal and external assessment data, we have identified that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This gap is identified upon entry in Reception and remains steady until

	<p>KS2. This is especially prominent within reading and maths. The gap is further increased when looking at disadvantaged children aiming for greater depth. The IDSR highlights that combined RWM for FSM is within the lowest 20% nationally (39% PP compared to 68% NPP).</p>
3	<p><b><u>Social, emotional and mental health.</u></b>  Through observations and discussions with both pupils and families, we find that many of our children encounter social and emotional needs. Further observations have shown that there is a pattern with this barrier and a child's readiness to start/engage with the school day.</p> <p>Within the 2022-2023 academic year, 57% of children that accessed some form of wellbeing service provided by the school were pupil premium. In addition, out of all of our disadvantaged children, 41% accessed some form of wellbeing support.</p>
4	<p><b><u>Wider opportunities</u></b>  Through discussions with pupils and their families, we have found that our disadvantaged pupils generally have significantly fewer opportunities to gain and develop cultural capital outside of school time. The children's view on the world can be limited and aspirations stunted.</p> <p>Observations and discussions have shown this impacts academic performance (inability to relate to context and understand vocabulary) and also social confidence (the ability to participate in a conversation).</p>
5	<p><b><u>Parental engagement</u></b>  Through observations and data collection (such as monitoring of reading diaries), we have identified that there is lack of parental engagement with the school and its offers. Whilst this is evident in multiple areas, the most significant is reading and phonics support at home. Summer term (22-23) monitoring of reading diaries show that a large proportion of children who do not meet our minimum of 3 times a week reading at home are disadvantaged. This is a trend that runs throughout the school.</p>

## 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
<p><b><u>1) Attendance.</u></b>  • Increased attendance rates for disadvantaged pupils compared to the last academic year.  <b>2022-2023: 94% PP and 97% Non-PP</b></p>	<ul style="list-style-type: none"> <li>The gap between disadvantaged and non-disadvantaged will be reduced; ideally eliminated.</li> </ul>

<ul style="list-style-type: none"> <li>Alongside attendance, we are aiming to reduce persistent absences and close the gap between disadvantaged pupils and their peers in this area. <b>2022-2023:</b> 14% PP and 6% Non-PP</li> </ul>	<ul style="list-style-type: none"> <li>The average attendance of disadvantaged children will hit our school target of 96%</li> <li>The gap between disadvantaged and non-disadvantaged pupils within the context of persistent absence will be reduced.</li> </ul>
<p><b><u>2) Attainment</u></b></p> <ul style="list-style-type: none"> <li>Improved maths attainment for disadvantaged pupils at the end of KS2 <b>2022-2023:</b> <i>Expected: 48% PP and 78% Non-PP GD: 0% PP and 22% Non-PP</i></li> <li>Improved reading attainment for disadvantaged pupils at the end of KS2. <b>2022-2023:</b> <i>Expected: 57% PP and 76% Non-PP GD: 14% PP and 35% Non-PP</i></li> <li>Increase in PP children achieving combined within RWM. <b>2022-2023:</b> <i>Combined: 39% PP and 68% Non-PP</i></li> </ul>	<ul style="list-style-type: none"> <li>Gaps in learning are identified and progress is ensured by teacher led quality first teaching and intervention.</li> <li>The attainment gap between disadvantaged and non-disadvantaged pupils in maths and reading is reduced and closed over time.</li> <li>Ultimate goal of outcomes for disadvantaged children to be in-line national average by the end of KS2.</li> </ul>
<p><b><u>3) Social, emotional and mental health.</u></b></p> <p>Reduce barriers to learning and emotional distress by ensuring that all children who require wellbeing support are identified and receive it.</p> <p><b>2022-2023:</b> <i>41% of all PP children accessed some form of wellbeing support. 57% of all wellbeing support delivered was with PP children. 100% of all children receiving 'young carers' support were PP. 100% of all children receiving 'DV in the home' support with GLOW were PP.</i></p>	<ul style="list-style-type: none"> <li>Clear systems in place to support children and families and ensure they are school ready.</li> <li>Teacher referrals for support remain high.</li> <li>A culture of early identification, support and solution focused practice is embedded amongst all staff.</li> <li>Discussions with all stakeholders relating to the child, reporting of positive impact.</li> <li>High/improved levels of wellbeing shown through qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
<p><b><u>4) Wider opportunities</u></b></p> <p>Cultural capital is further developed within our disadvantaged children. Opportunities are planned into the year to introduce, nurture and develop children's aspirations.</p> <p><b>2022-2023:</b> <i>Throughout the academic year, over 72</i></p>	<ul style="list-style-type: none"> <li>All pupils will experience wider opportunities as part of our 'Champion Moments' initiative.</li> <li>Our children will know that there are endless opportunities to what they can achieve and be and they are not limited.</li> <li>There will be a high uptake of clubs within the disadvantaged demographic.</li> <li>Continuation of Champion Opportunities planned throughout the academic year.</li> </ul>

'Champion Moments' were offered throughout the school.	
<p><b>5) Parental engagement</b> We will see an increase in parental engagement, particularly with reading and phonics to support their children further at home.</p>	<ul style="list-style-type: none"> <li>• Parents will be aware of the expectations and know where to access the knowledge of how to best support their child at home.</li> <li>• Discussions with families show that the support has been well-received and has had a positive impact.</li> <li>• Monitoring of reading diaries show our expectations of reading at home a minimum of 3 times a week has been met.</li> <li>• There will be an increase in uptake of parental workshops.</li> </ul>

## 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: £96,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>QFT: Commitment to provision of quality CPD to enable quality first teaching.</b></p> <ul style="list-style-type: none"> <li>• Hempstalls' Champion Learning Principles inspired by Rosenshine's research surrounding pedagogy and engagement.</li> <li>• Release time: research, CPD, implementation, monitor and evaluation cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Metacognition (+6 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></li> <li>• EEF Effective Professional Development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></li> <li>• EEF High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></li> </ul>	2
<p><b>QFT: Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Ensure quality first teaching is embedded in every area of the curriculum, including reading sessions.</li> <li>• English lead to deliver CPD on how to get the maximum impact from your reading sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Choosing a reading strategy.</li> <li>• EEF High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading">https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading</a></li> <li>• EEF Report - Literacy KS2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></li> </ul>	2

<ul style="list-style-type: none"> <li>• CPD for all staff on fluency and comprehension: how they work together, where it is placed in our curriculum and how to deliver each aspect effectively.</li> <li>• Release time: research, CPD, implementation, monitor and evaluation cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Effective Professional Development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></li> </ul>	
<p><b>QFT: Enhancement of daily teaching within mathematics.</b></p> <ul style="list-style-type: none"> <li>• Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. (CPD, release time, monitoring)</li> <li>• NCTEM Mastering Number programme (Reception-Year2)</li> <li>• Number Sense programme (Year 3-4)</li> <li>• Release time: research, CPD, implementation, monitor and evaluation cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading">https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading</a></li> <li>• EEF Effective Professional Development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></li> <li>• Improving Mathematics in EYFS and KS1 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></li> <li>• Improving Mathematics in KS2 and KS3 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></li> <li>• NCTEM Mastering Number <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a></li> <li>• Number Sense Maths. <a href="https://numbersensemaths.com/blog-and-research">https://numbersensemaths.com/blog-and-research</a></li> </ul>	2
<p><b>QFT: Purchase, implementation, and continuous training of Jigsaw PHSE scheme.</b></p> <ul style="list-style-type: none"> <li>• Improve the quality of social and emotional (SEL) learning.</li> <li>• SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</li> <li>• Bringing parents into the conversation through frequent and open communication. (Workshops, meetings and Q&amp;A sessions)</li> <li>• Release time: research, CPD, implementation, monitor and evaluation cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Social and Emotional Learning (+4 months). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> <li>• Jigsaw Impact Study <a href="https://jigsawpshe.com/talks/does-jigsaw-work">https://jigsawpshe.com/talks/does-jigsaw-work</a></li> <li>• EEF Working with parents to support their child's learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></li> </ul>	3, and 5

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

Budgeted cost: £48,228.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk boost.</i>	<ul style="list-style-type: none"> <li>• Talk Boost Project with EEF <a href="https://speechandlanguage.org.uk/early-talk-boost-research-project-with-eef/">https://speechandlanguage.org.uk/early-talk-boost-research-project-with-eef/</a></li> <li>• Impact of pre-teach within mathematics. <a href="https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf">https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf</a></li> <li>• EEF 1:1 Tuition (+5 Months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></li> </ul>	3
<i>Pre-teach.</i>	<ul style="list-style-type: none"> <li>• EEF Small Group Tuition (+4 Months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul>	2
<i>Boosters.</i>	<ul style="list-style-type: none"> <li>• EEF Small Group Tuition (+4 Months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul>	2
<i>Daily reading.</i>		2
<i>Targeted GD reading intervention.</i>	<ul style="list-style-type: none"> <li>• The Reading Rope – Background Knowledge <a href="https://braintrusttutors.com/components-of-the-reading-rope-background-knowledge/">https://braintrusttutors.com/components-of-the-reading-rope-background-knowledge/</a></li> <li>• The importance of background knowledge when reading. <a href="https://www.hmhco.com/blog/the-importance-of-building-background-knowledge-in-reading">https://www.hmhco.com/blog/the-importance-of-building-background-knowledge-in-reading</a></li> <li>• EEF Reading Comprehension (+6 Months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> <li>• EEF Oral Language (+6 Months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> </ul>	2
<i>Little Wandle reading fluency intervention.</i>	<ul style="list-style-type: none"> <li>• Why focus on reading fluency? <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></li> <li>• EEF Phonics (+5 Months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> <li>• EEF Small Group Tuition (+4 Months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul>	2

<b>Beanstalk Support</b>	<ul style="list-style-type: none"> <li>• Impact of Coram Beanstalk <a href="https://www.beanstalkcharity.org.uk/the-difference-we-make">https://www.beanstalkcharity.org.uk/the-difference-we-make</a></li> <li>• EEF 1:1 Tuition (+5 Months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></li> </ul>	2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,228.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Wellbeing and Nurture Intervention</b> - ELSA support. - Drawing and talking. - Barney (Therapy dog). - Just Family. - GLOW workshops. - Young Carer workshops. - Parent workshops. - Jigsaw PHSE scheme.	<ul style="list-style-type: none"> <li>• EEF Social and Emotional Learning (+4 months). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> <li>• ELSA Network Evaluation Reports. <a href="https://www.elsanetwork.org/report/evaluating-the-impact-of-elsa-research-staffordshire/">https://www.elsanetwork.org/report/evaluating-the-impact-of-elsa-research-staffordshire/</a></li> </ul>	1, 3
<b>Opportunities</b> - Subsidised music lessons. - Subsidised school trips. - Priority with clubs.	<ul style="list-style-type: none"> <li>• EEF Guide to Pupil Premium (Wider strategies). <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></li> </ul>	1, 4, 5,
<b>Readiness to learn</b> - Free breakfast club. - Teeth brushing scheme. - Uniform swap. - Food bank - Signposting of services - Provision of emergency supplies.	<ul style="list-style-type: none"> <li>• Readiness to learn – be the best they can be. <a href="https://cycj.org.uk/wp-content/uploads/2018/03/BBBL-Final-Version.pdf">https://cycj.org.uk/wp-content/uploads/2018/03/BBBL-Final-Version.pdf</a></li> <li>• EEF Guide to Pupil Premium (Wider strategies) <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></li> </ul>	1, 4, 5
<b>Attendance</b> - VIP education welfare officer.	<ul style="list-style-type: none"> <li>• EEF Guide to Pupil Premium (Wider strategies) <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></li> <li>• Engage with Educational Welfare Officer through VIP Education to improve attendance through parent partnerships and restorative approach in the first instance.</li> </ul>	1, 5,

**Total budgeted cost: £192, 914**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Data collected across the school in 2022-23 evidences that the attainment gap between disadvantaged and non-disadvantaged groups has narrowed slightly as a result of our targeted support and relentless commitment to removing barriers to learning; however, the gap is still significant in reading, writing and maths for KS1 and KS2.

When analysing the data, it has become apparent that disadvantaged children are closer than before to achieving the expected and greater depth standard, with scores moving much closer to the boundaries. The strategy this year has been evaluated against the successes and areas for development of last year and adjusted accordingly to reflect the priorities and lessons learned.

Overall attendance in 2022-2023 was 95% for the whole school. The average pupil premium attendance was 94% compared to non-pupil premium attendance of 97%. Within this, persistent absence within pupil premium was over double that of non-pupil premium (14% vs 6%). This has increased from previous years and some disadvantaged children have now been taken off the persistent absence monitoring list. However, this is still below average and the IDSR highlights that Hempstalls are in the lowest 20% for FSM persistence absence).

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been impacted significantly over the past few years, primarily due issues that stem from COVID-19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. The number of disadvantaged children being identified and then accessing support for this went from 33% (2021-2022) to 41% (2022-2023).

Through offering wider support strategies such as support such as financial support regarding uniform, trip and opportunities subsidies and emotional support through workshops, interventions and the food bank, the school has become a well utilised and trusted source of support for families to ensure that children have all they need to access school. This offer will continue to grow to meet the needs of our community this year, during the ongoing cost of living crisis.

### 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
HAF (Holiday club)	ASM Sports
TT Rockstars	
Reading Eggs	

VIP Education	
Whiterose Maths	
Jigsaw	
Piano/Guitar Lessons	Entrust