

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 | 420 (109 – PP) |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 / 2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2025 |
| 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 | £ 170,144.17 |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £ 0 |
| Total budget for this academic year <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> | £ 170,144.17 |

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 we have developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what each and every pupil can achieve.

To ensure they are effective we will:

- ✓ Ensure that high quality teaching and learning opportunities meet the needs and challenge all pupils.
- ✓ Ensure a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ✓ Act early to intervene at the point the need is identified.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p><u>Attendance</u> Within the 2023-2024 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, our pupil premium persistent absence was 14% and the IDSR highlights this as within the lowest 20%.</p> |
| 2 | <p><u>Attainment</u> From analysing both internal and external assessment data, we have identified that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Whilst last year we made considerable progress in raising the attainment of PP children, particularly within maths, there is still a prominent gap within reading, writing and combined.</p> |
| 3 | <p><u>Social, emotional and mental health.</u> 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 2023-2024 academic year, 50% 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, 35% accessed some form of wellbeing support.</p> |
| 4 | <p><u>Wider opportunities</u> 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><u>Parental engagement</u> Through observations and data collection (such as monitoring of reading diaries), we have identified that there is difference 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.</p> <p>Summer term (23-24) 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><u>1) Attendance.</u></p> <ul style="list-style-type: none"> Increased attendance rates for disadvantaged pupils compared to the last academic year. 2023-2024: 94% PP and 97% Non-PP 2022-2023: 94% PP and 97% Non-PP Alongside attendance, we are aiming to reduce persistent absences and close the gap between disadvantaged pupils and their peers in this area. 2023-2024: 14% PP and 8% Non-PP 2022-2023: 14% PP and 6% Non-PP | <ul style="list-style-type: none"> The gap between disadvantaged and non-disadvantaged will be reduced; ideally eliminated. The average attendance of disadvantaged children will hit our school target of 96% The gap between disadvantaged and non-disadvantaged pupils within the context of persistent absence will be reduced. |
| <p><u>2) Attainment</u></p> <ul style="list-style-type: none"> Improved maths attainment for disadvantaged pupils at the end of KS2 2023-2024: Expected: 81% PP and 83% Non-PP GD: 19% PP and 34% Non-PP 2022-2023: Expected: 48% PP and 78% Non-PP GD: 0% PP and 22% Non-PP Improved reading attainment for disadvantaged pupils at the end of KS2. 2023-2024: Expected: 71% PP and 85% Non-PP GD: 14% PP and 35% Non-PP 2022-2023: Expected: 57% PP and 76% Non-PP GD: 14% PP and 35% Non-PP Increase in PP children achieving combined within RWM. 2023-2024: Combined: 67% PP and 81% Non-PP 2022-2023: Combined: 39% PP and 68% Non-PP | <ul style="list-style-type: none"> Gaps in learning are identified and progress is ensured by teacher led quality first teaching and intervention. The attainment gap between disadvantaged and non-disadvantaged pupils in maths and reading is reduced and closed over time. Ultimate goal of outcomes for disadvantaged children to be in-line national average by the end of KS2. |

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| <p><u>3) Social, emotional and mental health.</u> Reduce barriers to learning and emotional distress by ensuring that all children who require wellbeing support are identified and receive it.</p> <p>2023-2024: <i>35% of all PP children accessed some form of wellbeing support.</i></p> <p><i>50% of all wellbeing support delivered was with PP children.</i></p> | <ul style="list-style-type: none"> • Clear systems in place to support children and families and ensure they are school ready. • Teacher referrals for support remain high. • A culture of early identification, support and solution focused practice is embedded amongst all staff. • Discussions with all stakeholders relating to the child, reporting of positive impact. • High/improved levels of wellbeing shown through qualitative data from student voice, student and parent surveys and teacher observations |
| <p><u>4) Wider opportunities</u> 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>2023-2024: <i>Throughout the academic year, over 80 'Champion Moments' were offered throughout the school.</i></p> | <ul style="list-style-type: none"> • All pupils will experience wider opportunities as part of our 'Champion Moments' initiative. • Our children will know that there are endless opportunities to what they can achieve and be and they are not limited. • There will be a high uptake of clubs within the disadvantaged demographic. • Continuation of Champion Opportunities planned throughout the academic year. |
| <p><u>5) Parental engagement</u> 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"> • Parents will be aware of the expectations and know where to access the knowledge of how to best support their child at home. • Discussions with families show that the support has been well-received and has had a positive impact. • Monitoring of reading diaries show our expectations of reading at home a minimum of 3 times a week has been met. • There will be an increase in uptake of parental workshops. |

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: £85,071.99

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

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| <p>QFT: Writing strategies</p> <ul style="list-style-type: none"> English lead to launch a new way of building up to write informed by Jane Considine. Discrete Tier 2 vocabulary teaching is explicitly taught across the curriculum (not just English) English lead to deliver CPD on how to get the maximum impact from your writing sessions. | <ul style="list-style-type: none"> EEF Report - Literacy KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 EEF High Quality Teaching https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading Why Closing The Word Gap Matters – Oxford English Language Report. https://www.oup.com.cn/test/word-gap.pdf | |
| <p>QFT: Enhancement of daily teaching within mathematics.</p> <ul style="list-style-type: none"> Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. (CPD, release time, monitoring) NCTEM Mastering Number programme (Reception-Year2) Number Sense programme (Year 3-4) Release time: research, CPD, implementation, monitor and evaluation cycle. | <ul style="list-style-type: none"> EEF High Quality Teaching https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Improving Mathematics in EYFS and KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Improving Mathematics in KS2 and KS3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 NCTEM Mastering Number https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ Number Sense Maths. https://numbersensematics.com/blog-and-research | 2 |
| <p>QFT: Purchase, implementation, and continuous training of Jigsaw PHSE scheme.</p> <ul style="list-style-type: none"> 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. Bringing parents into the conversation through frequent and open communication. (Workshops, meetings and Q&A sessions) Release time: research, CPD, implementation, monitor and evaluation cycle. | <ul style="list-style-type: none"> EEF Social and Emotional Learning (+4 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Jigsaw Impact Study https://jigsawpshe.com/talks/does-jigsaw-work EEF Working with parents to support their child's learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 3, and 5 |

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

Budgeted cost: £56,714.66

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

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| <p><i>Targeted arithmetic & reasoning boosters.</i></p> | <ul style="list-style-type: none"> • EEF 1:1 Tuition (+5 Months) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support • EEF Boosting Maths in Primary School https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths | <p>2</p> |
|---|---|----------|

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

Budgeted cost: £28,292.51

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

Total budgeted cost: £170,144.17

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data collected across the school in 2023-24 evidences that in some year groups the attainment gap between disadvantaged and non-disadvantaged groups has narrowed as a result of our targeted support and relentless commitment to removing barriers to learning. Within the 2022/2023 academic year, we identified that whilst there was a gap in attainment, many disadvantaged children were on the cusp of the next boundary level, whether that be expected or greater depth. During the 2023/2024 academic year, the attainment gap has narrowed and 67% of pupil premium children achieved combined in reading, writing and maths as opposed to 81% of non-pupil premium. This gap has closed by 28% from last academic year (39% vs 67%). However, this is not consistent across all year groups and we recognise that there is further work to be done to improve this and therefore the strategy for 2024/2025 considers lessons learned and newly identified needs.

By committing to rigorous monitoring and engaging with a VIP Education (an external support agency) the school was able to offer a restorative and preventative approach to improving attendance. Within Hempstalls, our attendance gap is closing: pupil premium attendance was 94% vs 96% for non-pupil premium. However, 14% of pupil premium are persistently absent compared to 8% of non-pupil premium are our persistent absence continues to be a concern. Whilst this gap has reduced from last year by 2%, the school recognises that there is still work to be done here through utilising external agencies and building parent relationships.

Increasingly, pupils require support for behaviour, wellbeing and emotional and mental health. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Further resources including the provision of lunchtime support has been added as a result of the success and impact of this provision. The number of disadvantaged children being identified and then accessing support for this went from 41% (2022/2023) to 50% (2023/2024). Class teachers have reported an increase in self-regulation within lessons and early identification has led to a readiness to learn. This will continue to be a priority.

Over the year over 80 champion opportunities have been facilitated and pupil voice shows these to be highlights of their year. Notably, our pupil premium students have displayed a remarkable increase in their aspirations, demonstrated through their successful applications and campaigns for various school responsibilities such as school council, reading council, and Year 6 roles. The early sign-up options and subsidised costs have resulted in a rise in club participation from last academic year, particularly in activities conducted by external agencies. Despite these achievements, the uptake of pupil premium students in clubs could be further enhanced. Consequently, strategies will be devised and implemented to bolster participation rates and encourage more students to engage in extracurricular activities.

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 |