

Pupil premium strategy statement – Hempstalls Primary School (2025-2028)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	113 (27%)
+ EYFS (Nest, Caterpillars & Butterflies)	21 (26%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 -2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	A Bell (headteacher)
Pupil premium lead	J Reddish
Governor / Trustee lead	S Maddison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173, 636.97
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£173, 636.97

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 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 new teaching and learning pedagogical model 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 2024-2025 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%). In addition, out of all pupil premium children, 20% ended the year classed as persistently absent, which is an increase of 6%.</p> <p>Whilst this is below the current national statistics for primary school pupil premium eligible pupils (average attendance - 91% and persistently absent – 30%), there is still a gap within our internal data that we seek to close.</p>
2	<p><u>Attainment and Progress</u> Despite a significant reduction in the KS2 RWM combined gap over the past three years (from 29% to 6%), disadvantaged pupils continue to attain below their peers. This gap is closing across the school within mathematics; however, it remains prominent in reading and writing.</p>
3	<p><u>Reading</u> Reading is a gateway to the full curriculum, yet whole-school data shows that attainment at age-related expectations (ARE) in reading remains significantly lower for disadvantaged pupils. Internal assessment data indicates a clear need for a sustained, whole-school focus on improving reading outcomes for disadvantaged learners.</p>
4	<p><u>Social, emotional and mental health.</u> Observations and discussions with pupils and families highlight that many children experience social and emotional challenges, which affect their readiness to engage fully at the start of the school day. These SEMH needs often manifest as behavioural issues, which in turn impact attainment and progress, as evidenced through regular pupil progress meetings and analysis of our early interventions.</p>
5	<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>

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. Alongside attendance, we are aiming to reduce persistent absences and close the gap between disadvantaged pupils and their peers in this area. 	<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> <p>Increased attainment in the core subjects for disadvantaged pupils to be in line with non-disadvantaged pupils across whole school.</p>	<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.
<p><u>3) Reading</u></p> <p>Across the whole school, reading attainment outcomes are improved for all underperforming groups, including disadvantaged and the gap closed between disadvantaged and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> Reading outcomes are in line with national outcomes for disadvantaged pupils in all year groups. Phonics screening outcomes are improved overall and specifically for disadvantaged children. Swift intervention across the school means that keep up interventions are put into place to impact on gaps in learning sooner. Keep up interventions are identified at the earliest possible opportunity and not left for the 6-weekly assessment point. Parental attendance to reading events, workshops will be improved, frequency of reading at home will be improved and evidenced in diaries.

<p><u>4) 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>	<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>5) 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>	<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.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86, 818.45

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"> • Implementation of Hempstalls’ new pedagogical model, inspired by Rosenshine’s research surrounding pedagogy and 	<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- 	2, 3

<p>engagement.</p> <ul style="list-style-type: none"> • Release time: research, CPD, implementation, monitor and evaluation cycle. 	<p>professional-development</p> <ul style="list-style-type: none"> • EEF High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching 	
<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 to be split between 2 coordinators (KS1/KS2) • English lead to introduce, implement and monitor a new researched based reading model. • 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 • Primary Reading Simplified: A Practical Guide to Classroom Teaching and Whole-School Implementation by Christopher Such 	2, 3
<p>QFT: Writing strategies</p> <ul style="list-style-type: none"> • English lead to deliver CPD on how to build up to write, monitor and offer planning clinics, team-teaching where needed. • 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 	2
<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) 	<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 	2

<ul style="list-style-type: none"> • Number Sense programme (Year 3-4) • Release time: research, CPD, implementation, monitor and evaluation cycle. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <ul style="list-style-type: none"> • Improving Mathematics in KS2 and KS3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/math-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 	
<p>QFT: Continuous commitment to the provision of QFT in Social and Emotional Learning</p> <ul style="list-style-type: none"> • Delivery of the JIGSAW program • 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. • Restorative behaviour approaches 	<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: £57,878.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Introduction of PP ADPRs for tracking emerging children who aren't SEND.</i></p>	<ul style="list-style-type: none"> • Early identification of needs The EEF Guide to the Pupil Premium EEF • RADY – closing the disadvantaged gap The-RADY-Project.pdf 	2,3
<p><i>Talk boost.</i></p>	<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. 	3

	https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf	
<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://braintrusttutors.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
<i>Targeted arithmetic & reasoning boosters.</i>	<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 	2

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

Budgeted cost: £28,939.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Wellbeing and Nurture Intervention</u></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/ 	1, 3
<p><u>Opportunities</u></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 	1, 4, 5,
<p><u>Readiness to learn</u></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 	1, 4, 5
<p><u>Attendance</u></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. 	1, 5,

Total budgeted cost: £173, 636.97

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (2024-2025)

Data collected across the school during the 2024-2025 academic year demonstrates that in some year groups, the attainment gap between disadvantaged and non-disadvantaged pupils has narrowed due to our targeted support and unwavering commitment to removing barriers to learning. Over the past three years, the attainment gap for end of KS2 combined results has reduced significantly from 29% to 14%, and then to 6%. However, we acknowledge that this improvement is not consistent across all year groups, and further work is needed. Consequently, the strategy for 2025/2026 reflects both lessons learned and newly identified needs.

Analysis across the school shows consistent progress in closing the gap in mathematics, while writing and reading remain areas requiring continued focus and support. By committing to rigorous monitoring and collaborating with VIP Education, an external support agency, the school has implemented a restorative and preventative approach to improving attendance. At Hempstalls, the attendance gap is narrowing, with pupil premium attendance at 94% compared to 96% for non-pupil premium pupils. Nonetheless, the school recognises the need to address persistent absenteeism, as out of all of our persistent absences, 53% are pupil premium students.

There is an increasing need to support pupils' behaviour, wellbeing, and emotional and mental health. Pupil premium funding has been used to provide wellbeing support for all pupils, alongside targeted interventions where necessary. Additional resources, including lunchtime support, have been introduced following the success and positive impact of these provisions. The proportion of disadvantaged pupils identified for and accessing wellbeing support rose from 50% in 2023/2024 to 61% in 2024/2025. Class teachers have reported improvements in pupils' self-regulation during lessons, and early identification has contributed to increased readiness to learn. This will remain a key priority moving forward.

Over the course of the year, more than 80 "champion" opportunities have been offered, with pupil voice feedback highlighting these as some of the year's highlights. Notably, pupil premium students have shown a marked increase in their aspirations, reflected in successful applications and campaigns for roles such as school council, reading council, and Year 6 leadership positions. Early sign-up options and subsidised costs have driven an increase in club participation compared to the previous academic year, particularly for activities led by external agencies. Despite these gains, there is room to further increase pupil premium students' involvement in extracurricular clubs. To address this, new strategies will be developed and implemented to boost participation and encourage wider engagement.

Additionally, the school has extended support through financial assistance for uniform, trips, and opportunity subsidies, as well as emotional support via workshops, interventions, and a food bank. As a result, the school has become a trusted and well-utilised resource for families and our community, helping to ensure that children have everything they need to access education. This support offer will continue to expand in response to the ongoing cost-of-living crisis, ensuring that we meet the evolving needs of our community throughout the coming year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil 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

