

Pupil premium strategy statement Hemingford Grey Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Hemingford Grey Primary School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021- July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	The Full Governing Body
Pupil premium lead	Kirsten Marriott
Governor / Trustee lead	Helen Peat/Darren Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,615
Recovery premium funding allocation this academic year	£6,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£73,575

Part A: Pupil premium strategy plan

Statement of intent

Many of our disadvantaged pupils have faced increasing barriers to their learning as a result of the covid-19 pandemic. We aim to ensure our pupils receive equal opportunities to a successful future by leaving their primary education with skills as independent, lifelong learners, able to communicate views, ideas and feelings about their success and aspiration. We strive for good outcomes in all subjects, with maths and English being basic skills which support access to future opportunities. We aim to develop cultural capacity of all students so that they can contribute purposefully to life as future citizens of the world.

In the last 5 years, Hemingford Grey has seen a rise in pupils eligible for PPG and in response to this we have prioritised upskilling our staff, governors and community on how we can best support future outcomes for our pupils. The plans for the next 3 years, focus on the barriers identified by the school's two Pupil Premium Champions who have worked with Phase Leaders and teachers to explore the barriers our pupils face and explore possible strategies to overcome them. In recognition of the ongoing impact on disadvantaged pupils' educational outcomes through the covid-19 pandemic, we plan that additional recovery funding is used to reduce the gaps in learning that may have increased for this group. Where appropriate targeted support and intervention is focussed on those pupils who need it most.

The key principles of our strategy plan are to ensure the funds are spent on evidence informed strategies which are known to have impact on pupils learning. We use the EEF model for school improvement to guide our Strategic Development Plan (StDP), school Provision Maps and PPG fund to ensure that resource is used effectively for positive impact. Where whole school approaches and quality provision and teaching meet a wider group of pupils, we apply these strategies, knowing that all pupils can benefit.

Challenges

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

Challenge number	Detail of challenge
1	Oracy - Difficulties in using and understanding a rich vocabulary that is needed to be drawn from within their own real-life experiences

2	Metacognition – learning behaviours affected developmentally by inconsistent access to school expectations through the pandemic, inc independence, retrieval, reasoning, evaluating and questioning skills
3	Engagement and motivation – lack of value in education and learning
4	Literacy - comprehension and composition
5	Attendance and punctuality – inconsistent exposure to school and late arrival results in missed opportunities to learn
6	SEMH barriers to learning – children who suffer from anxiety, trauma or attachment

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
	To provide Quality Teaching, Targeted Support and Wider school strategies to identify strategies to overcome barriers caused by educational disadvantage (PP or other).	~ Termly Pupil Progress Meetings provide information to update cohort provision maps identifying barriers, strategies and impact for Quality Teaching, Targeted Support and Wider School Strategies. ~ Pupil Profiles, updated termly, identify area of support required for individual pupils with barriers, strategies and impact identified.
1a	To develop the staff, pupils and parents understanding of the important use of oracy and vocabulary in and out of school and Pre-school.	Take part in Level/ Year 1 of the Voice 21 Oracy project and develop actions for all stakeholders to tackle reduced oracy deficiency in our pupils from ages 3-11. https://voice21.org/stage-1/
1b	To develop the oral language skills of pupils in Early Years and KS1.	Targeted interventions improve outcomes for children who did not achieve or not targeted to achieve ARE in Communication and Language.
2	To develop learning behaviours through explicit teaching of metacognition and self-regulated learning strategies.	~ Planned pedagogical approaches match the needs of the pupils in each phase of learning e.g. access to quality continuous provision in EYFS and KS1 or enquiry based learning and research in KS2. ~ Evidence for Quality of Education provided across school shows pupils are supported in developing retrieval skills, questioning skills, planning skills, monitoring skills, evaluating skills and challenge within learning experiences.

3	To develop engagement and motivation of pupils to be successful learners now and in the future.	<p>~ Leuven Scales of Wellbeing and Engagement, completed throughout the year inform staff of pupils who are identified as needing Pupil Profiles.</p> <p>~ Pupil Profiles, updated termly, identify area of support required for individual pupils with barriers, strategies and impact identified.</p>
4	The % PPG pupils working at the expected standard will increase in reading and writing. Rapid improvement in reading ensures progress for all eligible PP pupils.	A defined % of PPG pupils will achieve the expected standard in reading and writing by the end of the academic year 2022 using tutoring and Catch Up Literacy Programme.
5	Low attendance and lateness of specific pupils to reduce enabling a positive start to the day, accessing all learning opportunities.	The % of pupils consistently late or with low attendance pupils is reduced, through increased engagement with the school, EWO and family support team.
6	Reduce the impact of SEMH barriers on learning.	<p>~ Staff and parent/carers feel confident with using language and strategies to support pupils' resilience and self-regulation.</p> <p>~ Academic progress improves for pupils identified and supported with SEMH needs.</p>
7	High Quality Pastoral Care ensures timely support for pupils requiring support and provides evidence in making referrals for external support.	<p>~ Nurture/breakfast club provision developed to meet pupil needs.</p> <p>~ Pupil voice indicates children are enabled with strategies to self-manage and seek support when needed.</p> <p>~ Evidence collected supports external referrals for further support, where support is available.</p>

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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oracy – CPD Early Years - helicopter stories KS1 Continuous Provision</i>	~ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions ~ https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/ ~ https://helicopterstories.co.uk	1
<i>Engagement and motivation – understanding of value in learning</i>	https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/	3
<i>Metacognition – learning behaviours Support Staff costs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
<i>Phonics delivery</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
<i>QFT – Staffing ~ Lessons delivery to smaller groups to increase feedback opportunities and collaborative working.</i>	~ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback ~ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	2
<i>Reciprocal Reading</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-	4

~ Approach CPD and resourcing	comprehension-strategies See EEF Reciprocal Reading Project	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Spelling Wordshark intervention</i>	https://www.wordshark.co.uk/wordshark/schools/	4
<i>Pastoral Support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7
<i>Oracy – Talk Boost CPD and Resources NELI CPD release</i>	~ https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/ ~ https://www.teachneli.org/what-is-neli/	1
<i>Attendance Develop relationships</i>	~ https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment ~ https://www.gov.uk/government/case-studies/gypsy-roma-and-traveller-pupils-supporting-access-to-education	5
<i>Literacy Intervention – Catch Up Literacy using Tuition and Recovery Funding</i>	~ https://www.catchup.org/interventions/literacy.php ~ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4
<i>Post-Lac ~ TA and teacher support (interventions, meet & greet, talk time to</i>	PAC-UK - https://www.pac-uk.org/ suggest that Children Previously in Care can particularly struggle with: 1. Attachment relationships with adults 2. Managing their peer relationships 3. Managing their feelings and behaviour 4. Coping with transitions 5. Developing their executive functioning skills.	6

support feelings and peer relationships) ~ SEMH training for leaders and staff	Voice of parent/carer and the child will be taken into consideration when determining appropriate support strategies.	
<i>Breakfast club with an adult offering supporting 1:1 reading</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent/Carer workshops ~ Phonics ~ Friendship ~ Reading for pleasure and understanding ~ Relationships, Resilience and self-regulation</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
<i>CPD related to disadvantage gap ~ Pathway programme ~ Local Authority CPD and briefings –</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	

<i>H/T and PP Champions</i>		
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Total budgeted cost: £74,000