

Pupil premium strategy statement – Hamsey Community Primary School

This statement details our school's use of pupil premium (for the 2024-25 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Hamsey CP School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	19.15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years 2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Stewart James, Executive Head
Pupil Premium lead	Sophie James, SENDCo
Governor/Trustee lead	Alison Gardiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£17,760

Part A: Pupil premium strategy plan

Statement of Intent

At Hamsey Community Primary School our vision is: *A kind, creative community where learning is an adventure*. However, we recognise that one of the biggest barriers for children historically has been poverty of expectation and so we are determined to create a climate where every child can thrive.

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.

We are determined to ensure that our children are given every chance to exceed expectations. We recognise, too, that the earlier we can support children the better their chances of closing the gap. We prioritise our spending to catch pupils early and aim to narrow the gap in Key Stage 1.

High quality inclusive teaching is at the heart of our school 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our strategy is integral to wider school plans for education recovery, notably in the targeted support that is provided by experienced teachers.

Accreditations reflecting our best practice and commitment include the Quality Mark for Inclusion.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception tend to be lower for pupils eligible for PP than for other pupils. This results in lower attainment in reading, writing and spelling as pupils move through the school.
2	Literacy and numeracy skills tend to be lower for PP than for other pupils entering Reception. This results in lower attainment in reading and writing as pupils move through the school.
3	High level of SEND need for this group of pupils in relation to non-PP pupils.
4	The self-esteem and the readiness to learn of PP pupils tends to be lower, which makes it more difficult for them to achieve GDS.
5	Attendance rates for pupils eligible for PP are sometimes lower. Poor attendance reduces their school hours and causes them to fall behind on average.
6	Nationally, academic aspirations of some parents/carers with pupils eligible for PP are low. In our school we have identified a correlation between support at home and lack of motivation in pupils to succeed. Specifically, lack of support for reading at home has been identified for this group as an issue.
7	We recognise that amongst our cohort of PP pupils there may be higher levels of children requiring help and protection from targeted agencies as parents/carers require additional support to meet their needs and safety. For some of our most vulnerable pupils this can have an impact on concentration and learning behaviour in class.

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>Improve early literacy skills (speaking, listening, reading, and writing) for eligible children in Reception and KS1 to stop gaps forming or widening.</p>	<ul style="list-style-type: none"> • Regular pupil progress meetings. • Structured conversations with parents/carers (termly) regarding progress. • SLT to monitor conversations and track data. • Class Teachers to hold 3x per week same day interventions for children as and when required. • SENCo to monitor interventions and revise regularly. • Pupils eligible for PP meet age-related expectations in literacy and numeracy by the end of KS1. • High level/robust vocabulary texts and teaching. • Relevant referrals to the speech and language service, the educational psychology service and communication learning and autism support service.
<p>Increase attendance rates for identified PP children to 96%+.</p>	<ul style="list-style-type: none"> • Improve PP attendance to be 96%+. • Individuals with poor attendance monitored and parent/carer meetings held. • ARE and GDS results increase across all classes/ year groups.
<p>Maintain or improve PP working at ARE in all year groups. Improve literacy and numeracy skills and confidence for PP children in KS2 to close gaps and prepare children for KS3.</p>	<ul style="list-style-type: none"> • PP children in KS1 and KS2 have access to inclusive quality first teaching and in-class support. • Targeted academic support is provided for PP pupils. This includes structured same day interventions delivered via small group support. • Children have regular access to supportive programmes such as TT Rockstars and Clicker 8. • Children have access to quality reading resources, including a dyslexia-friendly reading scheme.
<p>Improve the self-esteem and emotional health of our PP pupils. Emotional barriers to learning are supported and reduced, leading to these children making at least expected progress across a year group.</p>	<ul style="list-style-type: none"> • Nurturing 'soft landings' are provided to identified children. • Individual Boxall Profiles undertaken • EP, CLASS, CAMHs and Health Team service input at an individual basis • Emotional resilience virtual workshops provided. • Sensory Circuits and sensory breaks to reduce anxiety undertaken. • Additional small group Nurture support sessions provided.
<p>Improve the impact of Teaching Assistants when working with PP pupils.</p>	<ul style="list-style-type: none"> • Use of Education Endowment Foundation research - TA impact.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain or improve PP working at ARE or above in reading, writing and numeracy in KS1 and KS2.	<ul style="list-style-type: none"> • Quality first teaching in class for all pupils. This includes impactful TA support. • Reading, writing, and maths skills are life skills that equip children well for life beyond school. 	1, 2, 3
Improve early literacy skills (vocabulary, reading and writing) for eligible PP children in Reception and KS1 to stop gaps forming or widening.	<ul style="list-style-type: none"> • Communication skills are essential for children's life chances. • Speech and Language Link assessments are in place for identified children and young people with speech, language, and communication needs. • Monitoring Reception provision with a focus on opportunities for speaking and listening. 	1, 2, 3
Improve the impact of Teaching Assistants when working with PP pupils.	<ul style="list-style-type: none"> • PP pupils receive impactful support in class from Support Staff. Communication between Support Staff and Class Teachers is strong. • PP pupils receive a personalised approach to learning and same-day interventions, where possible, to strengthen learning. • PP children in KS1 and KS2 achieve ARE. 	2, 3
Continue to embed the Skylark Federation Curriculum. This is a bespoke, local curriculum designed for the children in the federation schools. Modelled on the teaching and ideas of Jonathan Lear, it is	<ul style="list-style-type: none"> • PP pupils benefit from a bespoke curriculum which supports them in the development of their aspirations. The curriculum is motivational and relevant. Visits and visitors are an integral part of a curriculum which provides practical learning opportunities. • PP children can articulate their experience of their Skylark Curriculum learning. Their 	6

<p>designed to be relevant, practical and supportive of pupils' aspirations and future goals.</p>	<p>work evidences their achievement of ARE.</p>	
<p>Increased engagement in home school reading across KS2. TA support in EYFS and KS1 reading sessions. Use of high quality, well chosen, engaging texts.</p> <p>Embedding the phonics programme, including training for new staff.</p>	<ul style="list-style-type: none"> • English subject leaders to ensure that the Federation approach to the development of reading is consistently implemented at every age phase. • Peer observation of classes to share good practice. • Monitoring by SLT. • Pupil feedback to include voice of PP pupils. • Improvement of PP pupils reading and spelling across the primary phase. 	<p>1, 2, 5</p>

Targeted Academic Support

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain or improve the numbers of PP children working at ARE or above in writing. PP pupils to receive weekly small group or one-to-one targeted interventions. Structured interventions to be on-going in class.</p>	<ul style="list-style-type: none"> • Writing is an area for many of our children that needs to be addressed. It is particularly pertinent for our PP pupils. • PP pupils' work and in-school assessments evidences the need for this approach. 	<p>2, 3</p>
<p>Maintain or improve PP working at ARE or above in maths.</p>	<ul style="list-style-type: none"> • PP pupils, particularly in KS2, need support with their maths. Children's confidence with basic calculation, for example, is low. • Weekly one-to-one and small group support sessions focusing on targeted areas of skill development following gap analysis (using assessments, internal data and weekly updates from Class Teachers). • Small group and one-to-one interventions have previously supported children in making good progress. • Evidence of progress will be collected via book scrutiny, pupil voice, data tracking and Pupil Progress Meetings. 	<p>2, 3</p>
<p>Whole school approaches to developing emotional and resilience. Targeted children with emotional barriers to learning and challenging/complicated home environments</p>	<ul style="list-style-type: none"> • Some of our pupils come to school from challenging and chaotic home situations. For these children it can be a challenge to focus on their learning; they need support and opportunities to talk. 	<p>4, 7</p>

<p>receive targeted interventions and mindfulness activities. Interventions to include sensory circuit work, Zones of Regulation approach, therapeutic thinking, nurture support groups and in-class interventions.</p>	<ul style="list-style-type: none"> • We have targeted Nurture Groups and have developed the role of the Nurture lead. • All staff have received training around sensory processing and the benefits of sensory circuits. 	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attendance for all pupils but especially PP pupils. Raise profile of different groups' attendance through newsletters and parent meetings. HOS (DSL) to monitor attendance of vulnerable pupils weekly (including vulnerable PP pupils).</p>	<ul style="list-style-type: none"> • We cannot improve attainment for children if they are not in school. NfER briefing for school leaders identifies addressing attendance as a key step. ESCC is committed to improving attendance in its primary schools. • Attendance is a regular feature in all newsletters. Monitoring weekly by office staff and the HOS. Teachers have list of pupils with low attendance in previous year with expectations teachers report if children's absence is falling. • Meetings at early stages of low attendance. Regular reporting to governors regarding attendance of all groups. Maintain the high profile of the subject in classes, assemblies and around the school generally. • DSL to monitor if/ when absence becomes a safeguarding issue. 	<p>5, 8</p>
<p>Increased participation in extra-curricular activities.</p>	<ul style="list-style-type: none"> • PP children do not always get the opportunities that their non-PP peers do outside school and beyond the school day. Providing spaces at Breakfast Club and After School Club will support this. Clubs and extra-curricular activities and trips which have a cost attached will be free to PP children wherever possible. 	<p>4, 6</p>

Total budgeted cost: £ 17,760

Part B: Review of outcomes in the previous academic year

Outcomes for Disadvantaged Pupils

We have introduced new curriculum initiatives to support all learners. This includes pastoral and emotional support. We foster a whole school approach to developing emotional wellbeing and resilience through Zones of Regulation and Therapeutic Thinking approaches.

We have targeted Nurture Groups and have developed the role of the Nurture lead. This will continue in 2024-2025; the impact will be monitored throughout this academic year. Support resources and small group and one-to-one same day interventions are beginning to impact on the progress of our PP pupils.

We are striving to provide consistent support for our PP pupils but achieving this remains problematic due to attendance rates of some identified pupils. Support (through small group and one-to-one same day interventions) remains a priority for 2024-2025. Children receiving regular intervention are developing more confidence in their learning. PP pupils' enjoyment of their learning has been impacted, positively, by the introduction of the Skylark Curriculum and the Jane Considine approach to writing. These initiatives will continue to be a focus for us.

Feedback from lesson observations has been valued by staff and impacted on subsequent planning. A focus for lesson observations in 2023/4 has been the impact of TAs on in-class provision for vulnerable learners.

A new phonics programme was selected for Hamsey in 2022-2023, and how this supports pupil progress in Year 3 and beyond is key for the school. Reading remains a priority for the school. Daily priority reading opportunities have impacted, positively, on PP pupils. We have continued to analyse and use our school-based data (academic and attendance) to develop our Pupil Premium Strategy for forthcoming years.

Externally provided programmes

Programme	Provider
The Write Stuff	Jane Considine
Therapeutic Thinking	
Zones of Regulation	
Speech Link and Language Link	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable