



Hamsey Green  
Primary School

## Pupil premium strategy statement 2022-2023



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

### School overview

Detail	Data
School name	Hamsey Green Primary
Number of pupils in school	319
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 <b>2022/2023</b> 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Nikki Mace HT
Pupil premium lead	John Boffa DH
Governor / Trustee lead	Corinne Fernandes (until DP Gov has been appointed.)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£84,485</b> <b>(April 22- March 23)</b>
Recovery premium funding allocation this academic year	<b>£8,700</b>
School led Tutoring funding	<b>£tbc as not yet released</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£93,185 so far</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through internal and external CPD.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.

- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support using STIPS.
- Support for disadvantaged pupils with SEND prior to funding
- support to transport pupils to required intervention they would not be able to access
- Play therapist for identified children.
- Pupils to access specific interventions for SEMH, STIPS, ELSA and SLCN needs in order to access learning and make good progress,
- Worry boxes established across the school and boxes checked daily. Follow up concerns directly with pupils, escalating to CT / SENCO/ HT as appropriate.
- Lunch time support on playground
- School Attendance and Punctuality monitoring by the school SAP
- To run intervention programmes to support behaviour, social skills and SEMH needs
- To provide a point of contact for parents wishing to access support for the family
- To provide breakfast items
- To provide uniforms
- Signpost families to appropriate organisations
- To provide support for trips and visits / enrichment

## Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in support with learning
2	Narrowing the attainment gap across Reading, Writing, Maths and Science- especially in vocabulary
3	Attainment gap in children achieving expected particularly in writing.
4	Attendance and Punctuality issues.
5	SEND/DP SEMH/Anxiety within a core group of children.

## 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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in writing	Achieve national average for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above 96%

## 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: £84,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher and TA to have tutoring training to deliver school led tutoring.</i>  <i>1x11 hrs @ surrey 3</i>	If funded  identified member of staff to lead the School Led Tutoring across the school.	2,3
2 teachers to continue access NPQLTD CPD	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	2, 3

and 2 new teachers to start NPQLTD CPD (Supply costs of release for staff members to be confirmed)	We have looked at the capacity of staff within the school and recognise that we need to support leaders to be able to support less experienced members of staff.	
NELI for EYFS for communication and language  2x teachers 1x TA to lead intervention	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.  Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment.	2,3

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

Budgeted cost: £10,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring (if funded)</p> <p>Led by Experienced SEND TA</p> <p>15 children to receive 1:1 catch up provision from NTP</p> <p>15 hours @ £684 per child x 15 =£10,260 after subsidy</p>	<p>EEF (+4)</p> <p>Having analysed our cohorts we have identified that the Year 5 and 6 cohort need support to address gaps in maths.</p> <p>Due to Covid we have identified that Writing and maths within Year 5 has some gaps that could be effectively addressed through intensive tuition</p> <p>We have also identified the Year 3 and 4 cohorts as needing intervention and therefore will access SLT tutoring for Maths and English with children accessing 1:1 provision to narrow the gaps</p>	2,3
Disadvantaged pupils have access to additional 1:1 support and group interventions to close the gap between peers and raise attainment.	<p>Children in Yr 4 who need extra support with their behaviour for learning to help them access their learning have been identified.</p> <p>Children in Yr 4 and Yr 5 to help them access their learning as they</p>	2,3

SLT run booster groups for year 6	are working out of year group have been targeted.  Through ongoing assessment Yr 6 children are identified for Reading and Maths booster groups led by DH and HT.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders: to raise attendance /punctuality. (£xxxper annum)</p> <p>Workshops delivered to parents led by subject leaders: Phonics Reading Homework</p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• monitors patterns and analyses data, supports early intervention/builds relationship with families, working alongside HT and IO</li> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	1, 4
For pupils identified as not receiving adequate	If the children feel safe, comfortable and fit in and by coming into school	4, 5

<p>breakfast as identified by learning mentor.</p> <p>Funding set aside to pay for extracurricular activities to pay for pupils who otherwise would not benefit from them</p> <p>Funding set aside to assist with 40% payment for uniforms, equipment and school trips.</p>	<p>like this they are more likely to want to come in and learn and increase aspirations.</p> <p>Extra curricular support be provided so that cost does not inhibit families to give consent for their children to attend the trips.</p>	
<p>ELSA 8 identified pupils and ELKLAN 6 pupils</p>	<p>A therapeutic intervention to help pupils understand muddled feelings and upsetting events that they have not had the chance to sort out properly. Children can use ELSA and ELKLAN to communicate at their own level and at their own pace without feeling interrogated or threatened.</p>	<p>5</p>

**Total budgeted cost: £**