



Hamsey Green  
Primary School

## Pupil premium strategy statement 2021-2022



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.

### School overview

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | Hamsey Green Primary                |
| Number of pupils in school  | 296 <b>303</b>                      |
| Proportion (%) of pupil premium eligible pupils   | 21.5% <b>21%</b>                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022<br>2022/2023<br>2023/2024 |
| Date this statement was published   | November 2021                       |
| Date on which it will be reviewed   | October 2022<br><b>JULY 2022</b>    |
| Statement authorised by   | Nikki Mace HT                       |
| Pupil premium lead  | John Boffa DH                       |
| Governor / Trustee lead   | Kevin Connery (left)<br>Kiki Brown  |

### Funding overview

| Detail  | Amount                      |
|---|-----------------------------|
| Pupil premium funding allocation this academic year   | £71,905 <b>£70,335.84</b>   |
| Recovery premium funding allocation this academic year  | £7,685 <b>£7540</b>         |
| School led Tutoring funding   | £5,872.50 <b>£5670</b>      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £85,462.50 <b>£83545.84</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, 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

## 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 Reading/remote learning.                        |
| 2                | Narrowing the attainment gap across Reading, Writing, Maths and Science.    |
| 3                | Attainment gap in children achieving greater depth particularly in writing. |
| 4                | Attendance and Punctuality issues.  |
| 5                | SEND/DP behaviour difficulties 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<br>21% ALL GPNS 13% DP<br>19% ALL WRITING 6% DP |
| Other                    | Ensure attendance of disadvantaged pupils is above 96%<br>92% in line with National                |

## 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:

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed | Evaluation   |
|---|--|-------------------------------|--|
| <p><i>Teacher and TA to have tutoring training to deliver school led tutoring.</i></p> <p>1x 11 hrs @UPS_</p> <p>1x11 hrs @surrey 3</p> | Identified two members of staff to lead the NTP across the school.   | 2,3                           | <p>Criteria changed for NPT throughout the year. 1 P/T CT started the program and with QTS was not required to undertake the 11hrs training.</p> <p>School decided to follow the School Led Tutoring A qualified teacher commenced Sept- Nov and then due to Covid staffing in Spring term this restarted in March -July 2022.</p> <p>£0</p> |
| <p>2 teachers to access CPD (NPQLTD) (Supply costs of release for staff members to be confirmed)</p>                                    | <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>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.</p> | 2, 3                          | <p>2 Teachers have successfully completed the NPQLTD course.</p> <p>X4 DAYS SUPPLY = £740</p>  |
| <p>NELI for EYFS for communication and language</p> <p>2x teachers</p> <p>1x TA to lead intervention</p>                                | <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment.</p>                          | 2,3                           | <p>NELI was launched in Nov 2022 following access to the training. X children were identified to undertake the 20 week program. An external consultant monitored the administration and praised the record keeping and lesson development.</p> <p>£2014 = 20WKS OF 7.5HRS= 150HRS @13.43P/HR</p> <p>PROGRESS DATA COMING END JULY</p>        |

## 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 (first £9,280 NTP funded)</p> <p>Led by Experienced SEND TA and UPS teacher</p> <p>15 children to receive 1:1 catch up provision from NTP<br/>15 hours @ £684 per child x 15 =£10,260 after subsidy</p> <p>15hrs for 9.3 weeks<br/>DfE funded £4215<br/>Remaining funded by school from Covid-Catch up Premium carry forward £2343 &amp; from school budget/Covid Recovery in year 21/22 £2297<br/>£1405.00+ £4230</p> | <p>EEF (+4)<br/>Having analysed our cohorts we have identified that the Year 5 cohort need support to address gaps in maths.</p> <p>Due to Covid we have identified that Writing and maths within Year 6 has some gaps that could be effectively addressed through intensive tuition</p> <p>We have also identified the Year 2 cohort as needing intervention and therefore will access NTP tutoring for Maths and English with children accessing 1:1 provision to narrow the gaps</p> | <p>2,3<br/>£4215 (repaying DfE £1455 underspend)</p> <p>This led by an experienced CT only, however has been able to double the amount of children accessing the program due to being out of class teaching. SENDTA- has led a double group of NELI</p> <p>35 children have had access to the x15 HRS</p> |
| <p>Disadvantaged pupils have access to additional 1:1 support and group interventions to close the gap between peers and raise attainment.</p> <p>TA 1 60%</p>  | <p>Children in Yr 3 who need extra support with their behaviour for learning to help them access their learning have been identified.</p> <p>Children in Yr 5 and 6 to help them access their learning as they are working out of year group have been targeted.</p>  | <p>2,3 OF TARGETTED PUPILS IN SUMMER TERM:</p> <p>YR 3 67% expected progress</p> <p>READING PROGRESS</p>  |



|   |  |   |
|---|--|---|
| Homework  | <ul style="list-style-type: none"> <li>the involvement of parents in their children's learning activities; and</li> <li>more intensive programmes for families in crisis.</li> <li>EYFS and Year 1 workshops to support early reading</li> <li>Year 4 multiplication workshop</li> <li>Year 6 workshops</li> <li>On-line safety Brek Foundation webinar offered</li> <li>Reading book marks sent home with all pupils</li> </ul> | <p>too high, home learning has been utilised.</p> <p>Pupils able to access Lexia during the school day and time allocated to complete homework at school.</p> <p>IO cases opened and multi-agency support offered to support families in crisis</p> <p>School assemblies to engage parents and remind them of attendance expectations</p> <p>Pupils are allowed to complete homework in school if uncompleted at home to ensure that consolidated learning is covered.</p>  |
| <p>For pupils identified as not receiving adequate 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>If the children feel safe coming into school they are more likely to want to come in and learn.</p> <p>Extra-curricular support will not inhibit families from not giving consent for their children to attend the trips.</p>   | <p>4, 5</p> <p>17 pupils have accessed breakfast at school, the majority on a daily basis. Pupils now feel confident to say if they have not had breakfast and understand that they breakfast helps them to concentrate for the day.</p> <p>Xxx loaves of bread SEND?</p> <p>26% accessed support for trips/visits<br/>£649.97</p> <p>5% accessed support for uniform &amp; water bottles<br/>£23.85 + £6</p> <p>ADDITIONAL<br/>Milk provided for DP Pupils<br/>£308.31<br/>Chess set for DP pupils to use<br/>£17.98</p> |



|  |  |  |
|--|--|--|
| Play therapist for 2 identified pupils | 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 play to communicate at their own level and at their own pace without feeling interrogated or threatened. | 5<br>Play therapist in school weekly for pupils to access has had positive impact on pupils to communicate their feelings.<br><br>£0 |
|--|--|--|

**Total budgeted cost: £ 70,335.84**