



Hamsey Green  
Primary School

## Pupil premium strategy statement 2023-2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2022/2023 <b>2023/2024</b>
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Nikki Mace HT
Pupil premium lead	John Boffa DH
Governor / Trustee lead	Nathan Bullens

### Funding overview

Detail	Amount	actual
Pupil premium funding allocation this academic year	£78,570 (April 23- March 24)	£78,410.16
School led Tutoring funding	£3307.50 funded	£3307.50 funded
<b>Total budget for this academic year</b>	<b>£81,877.50</b>	<b>£81,717.66</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 residentials. 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
- support for provisions required for children to thrive such as clothing, food
- 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 supporting with learning
1a	Not all children have anyone to read with/to them at home, this often results in small exposure to a wide range of words. Reading to someone can build a child's own vocabulary
2	Narrowing the attainment gap across Reading, Writing, Maths and Science- especially in vocabulary
3	Observations and internal assessment attainment gap in children achieving expected particularly in writing.
4	Through monitoring of this group it has shown that there are some attendance and punctuality issues 50% of them having this issue.
5	SEND/DP SEMH/Anxiety within a core group of children.



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## 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
Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. This needs to continue in the current academic year.
Improve writing attainment among disadvantaged pupils.	Progress for disadvantaged pupils is closing (the attainment gap remains in 2022-23.) This gap will begin to close
Improve mathematics attainment among disadvantaged pupils.	Progress for disadvantaged pupils is closing (the attainment gap remains in 2022-23.) This gap will begin to close
Greater Depth in writing	25% Achieve national average for greater depth writing (2022/23 was 15% GDS)
Other	There will be a consistently sharp focus by attendance leads on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve to 96% (95%)

### 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: £31,836.35

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>44 children to receive 1:3 catch up provision from NTP</p> <p>417hrs total 15 hours £3307.50 funded £6255 spent £0 clawback</p>	<p>Teacher identified member of staff to lead the School Led Tutoring across the school Sept - Nov.</p>	<p>2,3</p>	<p>Teacher Sept-Oct and Teacher April-July delivered SLT 417 hours in total: and 15hrs to 16 pupils</p> <p>Impact:</p> <p><b>KS1 YR1 PHONICS CHECK 57% 4/7 TARGETTED PASSED</b></p> <p><b>KS1 YR 2 Phonics Re-check 7/7 passed</b></p> <p><b>YEAR 2 SATS (7 PUPILS TARGETTED)</b></p> <p><b>43% TARGETTED PASSED READING SATS</b></p> <p><b>14% GDS</b></p> <p><b>43% TARGETTED PASSED WRITING SATS</b></p> <p><b>14% GDS</b></p> <p><b>29% TARGETTED PASSED MATHS SATS</b></p> <p><b>89% MADE EXPECTED+ PROGRESS IN READING</b></p> <p><b>77% MADE EXPECTED+ PROGRESS IN WRITING</b></p> <p><b>89% MADE EXPECTED+ PROGRESS IN MATHS</b></p> <p><b>YEAR 3</b></p> <p><b>67% MADE EXPECTED+ PROGRESS IN READING</b></p> <p><b>67% MADE EXPECTED+ PROGRESS IN WRITING</b></p> <p><b>89% MADE EXPECTED+ PROGRESS IN MATHS</b></p> <p><b>YEAR 4</b></p> <p><b>100% PUPILS MADE ACCELERATED PROGRESS IN THEIR TARGETTED SUBJECTS</b></p>

			<p>83% 5/6 MTC pupils achieved 20 or greater</p> <p><b>YEAR 5</b></p> <p>100% MADE EXPECTED+ PROGRESS IN READING</p> <p>100% MADE EXPECTED+ PROGRESS IN WRITING</p> <p>100% MADE EXPECTED+ PROGRESS IN MATHS</p> <p><b>KS2 TARGETTED FOR SATS</b></p> <p>33% PASSED GPS</p> <p>0% PASSED MATHS</p> <p>33% PASSED READING</p>
<p>1 teacher on NPQLTD &amp; PSHE LEADERS CPD</p> <p>1 teacher on NPQLL CPD</p> <p>1 teacher on NPQSL CPD (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>This teacher left the school April 2024 and did not complete the course.</p> <p>Teacher completed NPQSL and awaiting confirmation of passing.</p> <p>Teacher decided against this as felt capacity was too much.</p>
<p>NELI for EYFS for communication and language</p> <p>2x 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>Due to needs in the year group and with staff absences NELI was not able to be carried out.</p>

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

Budgeted cost: £3307.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
<p data-bbox="76 286 368 367"><b>School Led Tutoring (if funded)</b></p>	<p data-bbox="488 286 895 510">EEF (+4) Having analysed our cohorts we have identified that the Year 5 and 6 cohort need support to address gaps in maths.</p> <p data-bbox="488 551 895 763">We have identified that Writing and maths within Year 5 has some gaps that could be effectively addressed through intensive tuition</p> <p data-bbox="488 804 895 1099">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>	<p data-bbox="930 286 975 320">2,3</p>	<p data-bbox="1126 286 1549 562">Led by Experienced Teacher before MAT leave and CT PT teaching becoming FT. They liaised with class teachers to work on closing gaps, using entry and exit data on Target Tracker, BenchMarking and tests.</p> <p data-bbox="1126 613 1453 714">6/10 Year 5 pupils made accelerated progress this academic year.</p> <p data-bbox="1126 808 1533 1010">Maths in the Year 5 cohort showed increases in % of pupil working at Age Related Expectation (ARE) with one child reaching Greater Depth (GDS) (Were they tutored)</p> <p data-bbox="1126 1059 1541 1189">Year 4 cohort showed significant increases of children working at ARE in both maths and writing</p> <p data-bbox="1126 1238 1509 1346">Year 3 cohort showed increases of children reading ARE in maths and writing</p>
<p data-bbox="70 1361 432 1608"><b>Disadvantaged pupils have access to additional 1:1 support and group interventions to close the gap between peers and raise attainment.</b></p> <p data-bbox="70 1648 456 1727"><b>SLT run booster groups for year 6</b></p>	<p data-bbox="488 1361 863 1574">Children in Yr 4 who need extra support with their behaviour for learning to help them access their learning have been identified.</p> <p data-bbox="488 1630 879 1821">Children in Yr 4 and Yr 5 to help them access their learning as they are working out of year group have been targeted.</p> <p data-bbox="488 1872 863 2045">Through ongoing assessment Yr 6 children are identified for Reading and Maths booster groups led by DH and HT.</p>	<p data-bbox="930 1361 975 1395">2,3</p>	<p data-bbox="1126 1361 1517 1491">Small interventions have been working across the year group with positive impact on pupils, who have attended, progress.</p> <p data-bbox="1126 1543 1501 1744">Further analysis of these interventions have led the school to develop afternoon interventions and SLT will closely monitor to see further impact from these changes.</p> <p data-bbox="1126 1796 1541 1998">Identified pupils attended the booster groups, however due to behavioural challenges, there was a lack of consistency there was only a 50% success rate for the maths and reading booster.</p>

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

Budgeted cost: £46,733.65

Activity	Evidence that supports this approach	Challenge number(s) addressed	EVALUATION
<p>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders: to raise attendance/punctuality.</p> <p>Workshops delivered to parents led by subject leaders:</p>	<p>EEF (+3)</p> <p>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>	<p>1, 4</p>	<p>PA HGPS 16.1% (DOWN FROM 18%)</p> <p>PA NATIONAL 20.2%</p> <p>ATTENDANCE HGPS 94.5% (UP FROM 93.4%)</p> <p>NATIONAL ATTENDANCE 94% (UP FROM 93%)</p> <p>DP ATTENDANCE 90% up from 87%</p> <p>(x3 EBSNA, x8 DAYS LOST TO SUSPENSIONS,)</p> <p>SAP working closely with IO and DSL team to monitor and support</p> <p>Workshops delivered to parents led by subject leaders:</p> <p>Phonics</p> <p>Reading</p> <p>Online safety</p> <p>Trust Mental Health Hub workshops</p>
<p>For pupils identified as not receiving adequate breakfast as identified by learning mentor.</p>	<p>If the children feel safe, comfortable and fit in and by coming into school like this they are more likely to want to come in and learn and increase aspirations.</p>	<p>4, 5</p>	<p>Pupil voice showed that children felt that school was their safe place.</p>

<p>Funding set aside to pay for extracurricular activities to pay for pupils who otherwise would not benefit from them. Funding set aside to assist with 40% payment for uniforms, equipment and school trips.</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>Pupils who require basic essentials such as clothing or additional food, this is funded for their well-being</p>		<p>Children are tracked and families are contacted to support them accessing the school clubs on offer. This academic year 49% of DP children attended clubs. The school aims to increase this next academic year.</p> <p>Trips are subsidised and multiple families accessed this to support paying for trips.</p> <p>&amp; Spare school uniform has been handed out to those families in need. Additionally, through a parent (business) donation of breakfast bars we have been able to offer more food to those who are in need. The number of children needing this has drastically dropped over the academic year</p> <p>£1102.87</p>
<p>ELSA 8 identified pupils</p> <p>X1 PUPILS FUNDED BY SCHOOL FOR PLAY THERAPY £1430</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 to communicate at their own level and at their own pace without feeling interrogated or threatened.</p>	<p>5</p>	<p>x5 hourly sessions a week set aside for pupils. All sessions utilised and doubled the time required for next year due to rising case load.</p> <p>X1 weekly hour session attended. This resulted in the pupil accessing the right support and funded by the LA for the following year.</p>

**Total budgeted cost: £81877.50**