



Hamsey Green  
Primary School

## Pupil premium strategy statement 2024-2027



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

### School overview

Detail	Data
School name	Hamsey Green Primary
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
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	£84700 (April 24- March 25)	
School led Tutoring funding	N/A	
<b>Total budget for this academic year</b>	£84700	

## 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	Phonics acquisition: Our disadvantaged learners have greater difficulties with phonics than their peers. Results show 11% lower than the non-disadvantaged. This negatively impacts their development as readers. This is evidenced through discussions with learners and families, observations and our own assessments
3	The need for Key Stage 1 Intervention for Catch Up from low attainment in ELGs: Baseline assessments and observations display that children come to us with low attainment, which immediately puts them at a disadvantage when striving to achieve their EYFS goals by the end of Reception. They are subsequently behind when reaching Key Stage 1.



4	Attendance of disadvantaged pupils: Data indicates that attendance among disadvantaged pupils has been 3.7% lower than for non-disadvantaged pupils. 36.4% of disadvantaged pupils have been ‘persistently absent’ compared to 10.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
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
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.
Improved reading attainment among disadvantaged pupils. KS2 reading outcomes in 2024/25 show that more than disadvantaged children are achieving in line with their	KS2 reading outcomes in 2024/25 show that more than disadvantaged children are achieving in line with their peers.
Targeted pupils to reach ARE/pass Phonics Screening Check in Year 1 and Year 2. To reduce the gap between disadvantaged and non-disadvantaged pupils. A greater number of children pass the phonics screening test.	A greater number of children pass the phonics screening test and achieve National expectations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25
To encourage higher levels of engagement with disadvantaged pupil families	Appropriate communication lines to parents and increased attendance to school events.

## 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>Implementation of whole school DFE approved phonics scheme Little Wandle</i></p> <p><i>Whole school training in Little Wandle and Little Wandle Keep Up Rec/KS1 and Catch Up KS2 to secure stronger phonics teaching for all pupils.</i></p> <p><i>Continue CPD from Phonics lead to ensure consistency</i></p>	<p><a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p>Closing the disadvantage gap Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1a, 2 and 3	
<p>To provide whole school staff training on High Quality First Teaching and Learning expectations including Rosenshine's Principles</p>	<p>Barak Rosenshine's findings made research-based strategies more accessible to teachers, meaning they no longer need to rely on anecdotal evidence and personal experience to determine classroom practice.</p> <p>Many of the principles are supported by <a href="#">cognitive load theory</a> and the limited capacity of our working memory. For example, providing scaffolding for difficult tasks and presenting new information in small steps reduces <a href="#">cognitive overload</a> and supports the transfer of information into our long-term memory.</p>	1a, 2, 3 and 5	
<p>NELI for EYFS for communication and language</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	2,3	

2x TA to lead intervention	Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment.		
Pastoral Team to work with children in SEMH interventions in the afternoons.  Zones of Regulation	<a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  Closing the disadvantage gap There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	2, 3 and 4	

### 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
Additional phonics intervention sessions targeted at disadvantaged pupils who require further phonics support. Cost of Support Staff delivering programme	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> Closing the disadvantage gap Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as	1a and 2	

	<p>other pupils, having been exposed to fewer words spoken and books read in the home.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</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>SLT run booster groups for year 6</p>	<p>Children who need extra support with their behaviour for learning to help them access their learning have been identified.</p> <p>Help them access their learning as they are working out of year group have been targeted.</p> <p>Through ongoing assessment Yr 6 children are identified for booster groups.</p>	2,3	
<p>Use of Little Wandle reading with reading squad to deliver 3 reads a week to 5 groups. Across EYFS and KS1 Decoding, Prosody and Comprehension</p> <p>Additionally books match to phonics scheme Little Wandle for consistent approach.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Closing the disadvantage gap Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-</a></p>	1a, 2, 3 and 5	

	<a href="https://d2tic4wvo1iusb.cloudfront.net/edition.pdf">edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Develop pupils' fluency through: — guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and — repeated reading— pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency		
--	--	--	--

**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 SAS (Surrey Attendance Service)</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</li> </ul>	<p>1, 4</p>	

	<p>example reading or homework;</p> <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> </ul>		
<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. Funding set aside to assist with 40% payment for uniforms, equipment and school trips.</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>Extra curricular support be provided so that cost does not inhibit families to give consent for their children to attend the trips or clubs/enrichment activities.</p> <p>Pupils who require basic essentials such as clothing or additional food, this is funded for their well-being</p>	1, 4 and 5	
<p>ELSA and pastoral team identified 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 to communicate at their own level and at their own pace without feeling interrogated or threatened. This should encourage children to attend school.</p>	5	

**Total budgeted cost:** £84700