

Pupil premium strategy statement – Hedon Primary School

This statement details our school's use of pupil premium (and recovery premium) 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
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	25% plus 3 forces pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2027
Statement authorised by	Amanda Barnett
Pupil premium lead	Amanda Barnett
Governor / Trustee lead	Stuart Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48050 plus £2206 services funding
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£50256

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Hedon Primary School

- We ensure that teaching and learning opportunities meet the needs of all of our pupils. High quality first teaching solutions are prioritised in pupil progress meetings.
- Through focussed pupil progress meetings, we ensure 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.
- 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.
- We take a long-term view of pupil-premium spend (3 years) as we believe this is more effective in terms of developing pedagogy, practice and development.

Aims

- To narrow and ultimately eliminate the attainment gap between disadvantaged and non-disadvantaged pupils within the school.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age-related expectations at the end of Year 6 and leaving Primary school well-prepared for their next stage of education.

Challenges

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

Challenge number	Detail of challenge
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1	Limited exposure to vocabulary and adult modelling accurate sentence structure leads to low communication, language and literacy levels on entry to the school.
2	Pupil premium children lack life experiences which hinders their ability to use prior knowledge and experiences in their work. This also means that they often have low self care/management skills in unfamiliar situations.
3	Lack of aspirations lead to pupils and their parents having low expectations of themselves.
4	Attendance and punctuality for pupil premium children is lower than that of non-pupil premium children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will not be hindered by low levels of language, communication and literacy. There will be no discernible difference in the understanding or use of vocabulary between pupils of similar age/ability regardless of background.	EYFS, KS1 and KS2 phonics, reading and CLL outcomes will be further in line with Non Dis/Ad pupils. KS2 writing outcomes will see an overall improvement for D/Ad pupils with gaps narrowed to 10%. Dis/Ad pupils are identified on entry and supported in early language skills. Achieve above National outcomes for maths, writing, reading and phonics at the end of Key Stage 1 and 2.
Confidence and emotional wellbeing of pupils does not negatively impact on the progress and D/Ad pupils and all pupils have the highest expectations of themselves in terms of behaviour for learning.	Dis/Ad pupils will make good progress from their starting points. KS2 scores for disadvantaged pupils will also move to nearer National Expectations.
Pupils will be motivated and understand that they can achieve anything they put their mind to.	Teachers of D/Ad pupils will report tangible improvements in perseverance and motivation during PPM. KS2 combined outcomes see overall improvement reflecting increased engagement and perseverance.
Attendance for PP pupils will be further in line with Non Dis/Ad pupils.	Attendance and punctuality of D/Ad pupils will increase by at least 1.5% to

	move further in line with non D/Ad pupils. Individual pupils have been identified enabling support to be offered and regular monitoring to take place.
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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:

Phonics Training/Hub Visit Cover - £750

Phonics scheme costs - £800

Reading for pleasure books top-up - £50

Additional TA for phonics daily session and interventions - £8500

Release time for Literacy Lead - £1000

Competition Prizes/ Reward bands - £200

Further Talk for Writing Training – Academy Trust funded

Renaissance Assessment system - £2000

Reading Plus intervention - £200

Investment in IT planned - cost yet unknown

Total - £13500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing CPD – Further Non-fiction training bespoke for Key Stages.	In 'Speak first to close the language gap' Josh Hillman (Director of Education, Nuffield Foundation') states that once progress has been made in speaking and listening,	1 and 2

Ensuring pupils use scaffolds for writing alongside increased talk to ensure writing standards rise. Talk for writing and small group strategies with pupils around storytelling and summarising stories CPD and ongoing support for staff to develop Little Wandle Letters and Sounds phonics particularly as staff change year groups.	pupils are better equipped to move on to activities designed to support phonological awareness and letter-sound knowledge, as a foundation for learning to read. In this way, targeted support for small groups of pupils reinforces and complements phonics programmes in the wider curriculum. Talk for Writing is supported by Judith Hochmans research and writing in her book <i>The Writing Revolution</i>. Hockham notes that pupils need explicit instruction in writing; sentences are the building blocks of all writing; when embedded in the context of the curriculum, writing instruction is a powerful teaching tool; the context of the curriculum drives the rigour of the writing and that the two most important phases in the writing process are planning and revising. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress (EEF). Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Numerous studies have also shown how high quality first teacher is the best way to close the attainment gap.	
CPD and standardised vocabulary displays across the school	EEF research outlines the vital importance of language development to attainment and progress. Mary Myatt, in her book	1

with increased reference to vocabulary cyclically to ensure retention and increased application/use of new vocabulary. Ensure all pupils have access to and can use dictionaries appropriate to their age. Re-focus on knowledge organisers to ensure vocabulary is carefully selected for each subject.	The Curriculum Gallimaufry to Coherence, states that deliberately building vocabulary is one of the most important things we can do as teachers in order to close the gap. She identifies that lack of vocabulary holds back a pupils' ability to think, speak, read, comprehend and write. Evidence shows that pre-teaching vocabulary has considerable benefits.	
Renaissance assessment system used to accurately track and monitor progress of all pupils. £3000 Standardised tests offer increased objectivity, validity and reliability to teacher assessments. Renaissance tests support teacher workload and are carried out through the use of ICT and work at an individual pupil level. These tests help to create an accurate picture of each individual child's needs and abilities which then links to quality first teaching and interventions when required. Staff have received training on how to interpret the outcomes and renaissance is now	Renaissance assessment system used to accurately track and monitor progress of all pupils. Standardised tests offer increased objectivity, validity and reliability to teacher assessments. Renaissance tests support teacher workload and are carried out through the use of ICT and work at an individual pupil level. These tests help to create an accurate picture of each individual child's needs and abilities which then links to quality first teaching and interventions when required. Staff have received training on how to interpret the outcomes and renaissance is now integrated into the Trust's assessment policy. This data, alongside teacher assessment helps to create inferences about learning which helps to inform next steps and future strategic planning. 'Assessment and Monitoring Pupil Progress' EEF	1

integrated into the Trust's assessment policy. This data, alongside teacher assessment helps to create inferences about learning which helps to inform next steps and future strategic planning. 'Assessment and Monitoring Pupil Progress' EEF		
CPD to ensure increased use of high quality texts, artefacts and videos across the school in all subjects. Research new titles and gradually increase access to books with more sophisticated language over 3 years of the strategy. Purchase of top-up 'reading for pleasure' books to go home weekly for parents to enjoy with their child. Parental 'Stay and..' sessions to model reading aloud. Maintaining of structure story time for EYFS and Year 1.	In the EEF research and guidance 'Oral Language' - studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. This is also aligned with EEF parental engagement guidance and their research both on language and vocabulary. Ensuring vocabulary is 'sticky' is encompassed in the book Rosenshine's Principles in Action by Tom Sherringham. He pulls the 10 principles of instruction into four stands. The first and third of which are most important in this context; Sequencing concepts and modelling and reviewing material. In this way, teachers can be more effective in dealing with the limitations of working memory and ensure pupils know more and remember more.	1

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

Budgeted cost:

ELSA Time Costs - £4000

Wrap Release Time - £7000

CPOMs recording system - £595

Nursery Nurse- £6000

Handwriting books for all subjects for Key Stage 1 - £1000

Total - £18595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training in areas of specialism needed including supervision for both ELSA. Two staff trained in Barnardos' WRAP Programme.	EEF research 'Social and emotional learning' shows that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. These skills are embedded in our whole school ethos which EEF research identifies as key to maximum effect.	2 and 4
ELSA and Wrap time designated across the week in both Key Stage 1 and Key Stage 2 for both group and individual interventions according to need. Additional in class interventions/friendship groups etc planned through PPM. Whole class circle times to be used to promote social and emotional wellbeing and togetherness.	EEF research 'Social and emotional learning' states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	2
Ensure continued focus on disadvantaged pupils within PPM, the creation of a suite of appropriate	East Riding ASPIRE meta-study document outlines how collected evidence and data should be used to establish and ensure interventions are carefully targeted to meet specific needs. This	2 and 4

interventions based around identified barriers to learning, and the creation of a bank of resources and strategic approaches to support disadvantaged pupils in the classroom. Fulltime Nursery Nurse to be part funded for a very small EYFS class to ensure appropriate early intervention.	includes wave 1 and 2 teaching. This is also referenced in 'Teaching Backwards' by Andy Griffith. He states that research shows that identifying pupils' starting points enables teachers to identify misconceptions, use time wisely to intervene, build a sense of competence and engagement in the learner and measure impact more easily.	
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Budgeted cost:

Additional TA for Maths Interventions = £7400

MNP resources = £6000

Maths lead release time = £6184

Additional Intervention costs = £500

Number Shed = £195

TT Rockstars = £250

Continued TA support for Key Stage 2 including release time group intervention = £5075

Total - £29604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to continue in MNP - in house training focussing on journalling and reasoning. Staff new to school to visit other classrooms to see good practise. Gap analysis and PPM used to ensure sharp focus on progress for all. Use	ER ASPIRE meta-study document outlines how collected evidence and data should be used to establish and ensure interventions are carefully targeted to meet specific needs. This includes wave 1 and 2 teaching. Academics such as John Hattie, Robert Marzano and Dylan Williams as well as well-respected	3

bespoke interventions as necessary 1 to 1 tuition, small group tuition, Power of One/Two, TTRockstars, Pre-learning, Tough Ten sessions daily.	organisations such as the Sutton Trust, all urge us to recognise that a high expectations culture makes a huge difference to achievement in school. Mastery maths celebrates this culture and encourages pupils to really think through and explain their ideas.	
Homework links to high aspirations and linking home to school.	EEF Research on working with parents outlines how school communication should be tailor to encourage positive dialogues about learning. John Tomsett describes the Curriculum as a matter of social justice. High expectations and aspirations allow disadvantaged students to enter challenging professions.	3
Career's Mark Achieved. Activities to increase pupils' jobs and skills for life awareness.	EEF research shows that careers education works best if it is targeted from an early age. It found that children who have a good understanding of what they need to do in school to achieve their ambitions do a lot better economically later in life. This may not specifically be careers related education directly but a focus on the key skills required for employment.	3

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

Additional Admin Costs for Attendance - £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotional campaigns to highlight the link between attendance, punctuality and achievement using websites, leaflets, banners and social media.	The link between regular attendance at school and academic attainment are causational and heavily researched. Pupils are heavily reliant on parents to ensure they get to school on time at primary level. Parental engagement is a logical approach within this context. DFE research in 2016 found that pupils with no absences are 2.2 times more likely to achieve 5* GCSEs at A*-C. It is vital that as a primary school we instil good habits in our pupils and	4

	their families to maximise their chances of educational success.	
In school attendance work to ensure registers allow EWO to track accurately and contact/work with parents as necessary.	The link between regular attendance at school and academic attainment are causal and heavily researched. Pupils are heavily reliant on parents to ensure they get to school on time at primary level. Parental engagement is a logical approach within this context.	
Review school behaviour policy in order to promote regulation and relational practice.	This aligns with the Education Endowment Foundation's (EEF) evidence on effective behaviour approaches, which highlights the importance of understanding individual needs, building positive relationships and implementing consistent whole-school strategies to improve behaviour, attendance and learning outcomes.	4

Total budgeted cost: £ 58 699

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS, KS1 and KS2 phonics, reading and GLD outcomes will be further in line with National. KS2 writing outcomes will see an overall improvement for D/Ad pupils with gaps narrowed to 10% from national.

EYFS GLD result - 50% (2 pupils) National –54.8%.
GLD outcomes are much further in line than 2025 (25%).

Y1 Phonics - All pupils 77.8% (National 81.8%) School Dis/Ad pupils – 33.3% (1/3 children) Non D/Ad – 86.7%

The 2 children that did not pass have additional needs which hinder their ability access phonics teaching.

Y2 Phonics - All pupils 85.7% (National 89%) School Dis/Ad pupils – 66.7% (8 pupils) Non D/Ad – 100%

Key Stage 2 Reading - All pupils 65.5% (National 75%) Dis/Ad – 62.5% Non D/Ad - 66.7%

Further work is needed in reading.

Key Stage 2 Writing - All pupils 82.8% (National 73%) Dis/Ad -87.5% Non D/Ad -81%
D/Ad children performed better than National expectations and outperformed Non-D/Ad pupils.

Specific focus on reasoning and journaling linked to resilience will lead to Maths outcomes for D/Ad pupils being within 7% of Non D/Ad pupils.

KS2 maths improved in 2026 compared to 2025. This was not however enough to ensure National expectations were met.

Attendance and punctuality of D/Ad pupils will increase further to move further in line with non D/Ad pupils. The number of reads will increase for D/Ad pupils as will the number of times they access IT packages at home. Parental attendance at events will be 80%

Overall attendance remains above National. Pupil premium children, especially those with SEN, were more likely to be absent than Non D/Ad pupils. Action has been taken as appropriate.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk for Writing	Talk for Writing - Pie Corbett
Little Wandle Letters and Sounds	Whitby English Hub
Maths No Problem!	Maths No problem!
Spelling Shed	Education Shed
Times Tables Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
One to one support in maths and reading. Emotional Literacy Support. Specific targeted support where needed e.g. fine motor skills.
The impact of that spending on service pupil premium eligible pupils
ELSA enables pupils to attend school calmly with fewer tearful periods. These children formed a good relationship with the member of staff supporting them and can now articulate their feelings and worries. Children continue to work within age related expectations as a result of careful support and challenge.

Further information (optional)

D/Ad pupils are tracked termly using NFER data for core subjects and tracking grids for other curricular areas. Targeted support is altered and amended at this time through pupil progress meetings.

D/Ad pupils are encouraged to join pupil voice groups such as School Ambassadors, Eco- Council or Junior Road Safety Officer and are always included in SLT pupil voice work.