

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Hambleton CE Primary School
Pupils in school	172
Proportion of disadvantaged pupils	6%
Pupil premium allocation this academic year	£13450 total for 2021 to 2022
Academic year or years covered by statement	2021 to 2024
Publish date	29 <sup>th</sup> July 2021
Review date	July 2022
Statement authorised by	Mr Williams (Headteacher)
Pupil premium lead	Mrs S Fogg (Deputy Headteacher)
Governor lead	Mr N Croad

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Emotional literacy issues – regulating emotions and managing relationships sufficiently to be ready to learn
B.	Reading, Writing and Maths progress and attainment to close gaps with peers
C.	Limited participation in extracurricular activities and residential visits – Personal Development
D.	Challenges with punctuality for a calm start to the school day

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Expected Standard – 100%
Writing	Expected Standard – 100%
Maths	Expected Standard – 100%
(3 children 20-21)	

### Strategy aims for disadvantaged pupils

Measure	Activity
Support wellbeing and emotional literacy	Funding for a specialist Emotional Literacy Support trained teaching assistant. They will run ELSA groups and individual support across all cohorts. This will nurture children who need ELSA support to better manage their

	<p>emotions and behaviour which will lead to enhanced learning and better progress across all subjects..</p> <p>The ELSA will also be a Home-School Liaison Worker, working with vulnerable families.</p> <p>Funding will be used to support training, resources and a space for 'Thrive' therapy for PP children with attachment difficulties and early-life trauma.</p>
<p>Support for attendance and a calm start to the day</p> <p>Support for attendance at residential / school clubs</p> <p>Support for secondary transition</p>	<p>If and when it is needed, discretionary funding for PP children will enable them to attend a range of after school clubs and to split funding with parents/carers for residential trips which they would otherwise not attend.</p> <p>Funding, as appropriate, to support attendance at before and after school care which supports family routines, a calm, timely start to school learning and effective parenting.</p> <p>As required, funding may support PP children to access additional opportunities for an effective transition to secondary provision. Additional staffing hours, transport for extra transition sessions etc...</p>
Barriers to learning these priorities address	<p>Staff not yet fully trained</p> <p>Sharing training with all staff members</p>
Projected spending	£13450 total (10 pupils)

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2	Sept 2022
Progress in Writing	Achieve at least national average progress scores in KS2	Sept 2022
Progress in Mathematics	Achieve at least national average progress scores in KS2	Sept 2022
Phonics	Achieve at least national average expected standard in PSC	Sept 2022
Attendance	Maintain attendance of disadvantaged pupils at least LA average	Sept 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Achieve at least expected standard in Reading, Writing and Mathematics  Small group maths and reading interventions
Priority 2	Achieve expected standard in phonics check  Small group phonic interventions for children at risk of not achieving Yr1 standard and for those who did not achieve the standard in Yr1 to achieve it as soon as possible
Barriers to learning these priorities address	Encouraging wider reading, reading for pleasure and embedding inference skills  Fluency and problem-solving barriers in maths
Projected spending	£4483

### Wider strategies for current academic year

Measure	Activity
Priority 1	Support groups: ELSA , individual support groups and 'Thrive' groups  Training of all staff and funding time for the ELSA to provide these strategies

Priority 2	Attendance of clubs, after school/breakfast club and residential trips
Barriers to learning these priorities address	Increased SEMH difficulties as a consequence of lockdown Parents readiness to allow attendance at residential
Projected spending	£8967

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given for small groups to take place	Small group timetables before school where needed and also ELSA released for nurture groups
Targeted support	Ensuring that all staff are fully trained in thrive style activities	Any additional cover being supplied by senior leaders/supply
Wider strategies	Maintain high level of attendance	Where appropriate fund places at before and after school club
<p><b>Monitoring:</b></p> <p>We will assess children termly and address any progress issues through focused pupil progress meetings with all teaching staff. We will record participation in extracurricular activities throughout the year.</p> <p>We will communicate with the parents/carers of PP children to monitor their ongoing needs (see Home-School Liaison role above).</p> <p>PP pupils will be identified on Year group progress reports and will also be tracked as a separate group. Attendance of PP pupils will also be monitored.</p>		

## Review: last year's aims and outcomes

Measuring the impact 2020 - 2021
<ul style="list-style-type: none"> <li>• <b>Pupil Premium children leaving in summer 2021 all left at the expected standard in reading, writing and maths</b></li> <li>• During lockdown periods, where there was limited engagement with online learning from Pupil premium children, these children were invited to attend school in the vulnerable/ key worker group. <b>The impact was that these children re-engaged with learning and with appropriate social interaction</b></li> <li>• Targeted Pupil Premium children with poor attendance or punctuality were funded to attend before-school club. <b>The impact was that this allowed them to arrive punctually at school, calm and ready to learn</b></li> <li>• Nurture (ELSA) sessions were targeted, as needed, at Pupil Premium children struggling with SEMH areas <b>with the impact that children were more able to socially engage and engage with learning</b></li> </ul>