

Pupil premium strategy statement – Hingham Primary School

This statement details our school’s use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Vickie Newrick,</i> Headteacher
Pupil premium leads	<i>Vickie Newrick,</i> Headteacher <i>Tom Shackleton,</i> Deputy headteacher
Governor / Trustee lead	<i>Susan Gothard,</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,000
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£68,000

Part A: Pupil premium strategy plan

Statement of intent

At Hingham Primary School we aim to nurture confident, resilient and independent individuals. We provide exciting and challenging learning experiences for all our pupils to achieve their best in the local and global community.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2.	Observations and consultations indicate a need to reinvigorate previous work on health, diet and lifestyle for our families.
3.	Our assessments (including ELSA and Boxall Profiles), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety. Teacher referrals for support remain relatively high. Approximately 30% of each class have additional social and emotional needs that require teacher time/ out of class support or enrichment approaches. SEND levels are at 18% with EHCP being higher than average.
4.	Our attendance data indicates a gap between PP and non-PP persistent absenteeism over the last 2.5 years (2022-24). There is a gap of 1.7% for attendance. 21% of disadvantaged pupils have been 'persistently absent' compared to 12.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5.	Cultural Capital is an area we know is a challenge for many of our children. Our rural location and cost of living challenges have limited life experiences for many of our pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment using Voice 21 Oracy reports.
Improved activity levels and healthy lunch choices among disadvantaged pupils.	Pupil and parent surveys will indicate healthier lunch choices and staff/ pupil activity surveys will indicate greater activity levels at break and lunchtimes.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by:

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations and assessments
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1.2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1% • the percentage of all pupils who are persistently absent being below 10% and that figure among disadvantaged pupils being no more than 1% lower than their peers.
To achieve and sustain a programme of curriculum-linked cultural experiences for all pupils, particularly our disadvantaged pupils	<p>Attendance of school-wide visits, particularly residential opportunities for years 4 and 6 will be high (over 95% for all pupils and 100% of our disadvantaged pupils).</p> <p>Annual school visits to the beach (KS1) and Royal Norfolk Show (KS2) are maintained and well-attended by disadvantaged pupils.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations show sustained improvements in “Powerful Knowledge” and “Cultural Capital” for disadvantaged children.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention, Oracy project)

Budgeted cost: **£ 24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased SLT availability 0.2-0.4 teaching time for DH and SENCO. Mentoring and coaching approach for teaching staff.	Quality first teaching is pivotal to pupil progress, wellbeing, social and emotional development and good attendance.	1,3,4

Availability for pupil voice, parent support and learning monitoring.		
Voice 21 Oracy Project over the next 3 years. Two staff trained and released to deliver the project	Oral language development in schools makes a marked difference for children of all backgrounds. Oral language interventions EEF	1,3,5
Pupil Progress meetings with SLT and staff to regularly monitor and analyse data	Feedback is vital for pupil progress and wellbeing. Children knowing where they stand and teachers being responsive to their needs improves attendance Teacher Feedback to Improve Pupil Learning EEF	1,3,4
Forest School Provision (1 trained teacher)	Outdoor learning and the principles of Forest School learning create enormous benefits to children including confidence / regulation / communication and collaboration. Study reveals how Forest Schools can benefit children's development Media Centre Loughborough University	1-5

Targeted academic support (SLT availability increases, SENCo assessments)

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT availability to work with children in small groups as an option for academic intervention	Small group work benefits pupils and increases progress by +4 months on average. Small group tuition EEF	1, 3
TA allocated hours for Forest School	Forest School benefits listed above Increased time with consistent adults improves attendance.	1-5

	Increased exercise improved wellbeing and attention	
Increased SENCO time to assess, monitor and implement plans for pupils	Targeted intervention and accurate assessments of need are vital to deliver effective teaching.	1,3,4
Additional staff at lunchtimes Promotion of active play at lunchtimes	Increased time with consistent adults improves attendance. Increased exercise improved wellbeing and attention	2,3,4

Wider strategies (Healthy Eating, Cultural Capital, Attendance, trips and clubs)

Budgeted cost: **£ 11,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Milk provided for PP children across the school (Estimated cost £2000)	Healthy diet and nutrition benefits learning and progress. (Maslow's hierarchy of need)	2,4
Class family food "cafes" to teach healthy options on a budget and to signpost to JON website and resources	As above Communication with families in an inclusive environment increases attendance and wellbeing	2,3,4
Supplementing trip costs for PP students £3000	Cultural Capital projects are well-documented to support learning. Without experiences, oracy is harder and future learning is challenged.	1,3,5
Supplementing club / afterschool care for PP families £2500	Extra-curricular opportunities develop sense of self and can create lifelong interests. They boost attendance and provide oracy opportunities.	1,3,4,5
Music Hub whole class music provision	Cost of learning an instrument is high. Giving experiences of playing an instrument in school increases chance of uptake later in life	3, 5

Total budgeted cost: £68000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our actions from the previous year include many of the items listed above as we continue to strengthen our approaches to supporting our disadvantaged pupils. Our inclusive approach ensures we support all children to make progress and our choices are beneficial to disadvantaged children.

Attendance data shows that there was a gap of 4% in attendance for our pupil premium pupils in 2023-24. So far this academic year the gap is less than 1%.

Attendance of clubs: 328 hours paid by PP 26 children have benefitted (around 50% of our PP group) shows a good uptake of After School Club offer.

Attendance of Trips: £3159 has been spent supporting PP children to attend school visits. This includes 18 children receiving support totalling over £2000. All but one PP child attended the Year 6 residential. All but one PP child attended the year 4 residential

Pupil progress meetings: Disadvantaged children were discussed with each class teacher and considered alongside their peers. Attainment data from the summer was analysed with the class teacher. Where a PP child was not “at expected” intervention was considered and if necessary, plans put in place. 35% of our PP children are also on the SEN register. This is significantly higher than non PP children (18%).

Maths attainment: 13.5% more PP children are below the expected standard than their non pp peers.

Reading attainment: 31% more PP children are below the expected standard than their non pp peers.

Writing attainment: 16% more PP children are below the expected standard than their non pp peers.

The school continues to be a nurturing environment for families and pupils. A recent Parent Survey found 100% of parents would recommend the school. Our students on roll has increased from 147 children in October 2022 (26% PP) to 179 children in October 2024 (28% PP). These indicators suggest outcomes for children are positive and, as always, further work is needed to improve those outcomes for disadvantaged pupils.