

Pupil premium strategy statement – Hemswell Cliff Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	71%
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	December 2024
Date statement updated	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs K. Lakin
Governor / Trustee lead	Mrs H. Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£241.46
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,571.46

Part A: Pupil premium strategy plan

Statement of intent

Through Quality First Teaching, research-based intervention and strong pastoral support, we aim to reduce the gap in attainment and achievement for our disadvantaged children and their peers. In recognition of the context of the starting point of many of our disadvantaged children, we have a strong focus on the teaching and learning of English and Mathematics and developing the basic skills. We explicitly teach vocabulary, communication and reasoning skills.

The proportion of disadvantaged children in our school is historically high – in the last three years it has fluctuated between 64% and 72%. These children face further challenges through high levels of mobility and high levels of SEND.

This strategy aims to further develop high-quality teaching, particularly in relation to mathematics through a package of CPD and the implementation of a mastery curriculum. Carefully structured interventions must support children to plug gaps in mathematical knowledge so that they are better equipped to access learning in-line with their age group.

Whilst outcomes in reading are positive, there are areas we still wish to develop. We particularly aim to increase parental engagement. Our disadvantaged children are supported to improve language and communication skills through rich book talk and curriculum focused dialogue where teachers explicitly extend pupils' spoken vocabulary.

A focus around the power of high-quality feedback aims to further develop teacher's skills in assessment for learning methodologies. We aim to cultivate a growth mindset approach where all children are active participants in their learning and learning behaviour for all is strong.

Strong and substantial pastoral support is a priority in supporting our most vulnerable children so that they may reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	There are significantly more children in our school who are disadvantaged (25) compared to those who are not known to be disadvantaged (10) In reading, 28% of PP pupils in Y1 – Y6 are on track to meet the expected standard. In writing, 40% of PP children are on track. In maths, 24% of PP children are on track for age-related expectations. This internal data is a snapshot taken from end of Autumn term 2025 assessments. Low starting points and poor language skills are contributing factors. Many children come to school without previous early years setting experience.
2	The majority of pupils in receipt of PPG also have SEN; data shows that our main areas of need is in cognition and learning. It is therefore vital that teaching is consistently high-quality. Also, structured, research-based interventions need to be in place for these children to enable them to make progress within their learning across the curriculum.
3	The emotional health and well-being of our pupils, including those eligible for PPG is a huge factor in how well the children achieve in school. School is very caring and nurturing promoting a safe and secure learning environment with high aspirations; a member of staff is a trained counsellor and has recently trained as an ELSA. A nurture unit is now in place with some more development planned. If the children are emotionally healthy

	then their behaviour, attitudes to learning and ultimately their achievements will improve.
4	Behaviour of a small minority of PPG pupils can be highly challenging. Carefully written pastoral support plans are written in conjunction with parents / carers and reviewed regularly. However, occasionally behaviours can escalate quickly and lead to suspensions. The school values are threaded through the curriculum and ethos of the school. Clear systems for rewards and sanctions are understood by all and consistently applied.
5	Parental engagement for events which support the school is high. However, school must now aim to increasingly involve and support parents to engage in academic related activities. Some parents can be hard to reach. Some have shared that they have limited literacy and / or numeracy skills themselves.

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
To further develop high-quality teaching, particularly in relation to mathematics through a package of CPD and the implementation of a maths mastery curriculum.	Proportion of children achieving GLD in both Number and Numerical patterns is at least in-line with the national average. Mastering Number Programme is implemented in years R, 1, 2 and 3. Internal tracking evidences a positive impact in the development of children's fluency skills. Multiplication Times tables Check is broadly in-line with other schools. Monitoring shows that teachers are skilled in the delivery of a coherent maths mastery curriculum. Information is introduced clearly and in small steps. The effective use of concrete, pictorial and abstract representations exposes underlying mathematical structures. Fluency skills are in-line with age related expectations and are not a barrier to learning. Ready-to-progress materials are used across school to identify and fill gaps in learning. End of Key Stage 2 results is in-line with the national average.
To ensure the continuation of a high-quality reading curriculum and develop parental engagement.	Proportion of children achieving GLD in word reading and comprehension continues to be high and is at least in-line with national average. Proportion of children who meet the standard in the Year 1 phonics check continues to be broadly in-line with the National Average. Triangulation of evidence from sources such as pupil progress data and lesson observations show that the teaching of reading is good. Reading comprehension strategies are taught well. Dedicated time for the teaching of reading and application of reading is mapped out in the school timetable and prioritised by all. There is an adequate range of good quality reading materials for all children to access. Parental engagement with reading is actively encouraged. This may be through supporting parents with how to help

	their child with reading, incentivising home practice and raising the profile of reading with all. End of Key Stage 2 results continue to be in-line the national average for children achieving the expected standard. Children achieving the GDS standard is closer to the national average (not 0%).
Teachers skilfully employ a range of assessment for learning methodologies and provide high quality feedback to learners. Children are responsive to this and are active participants in the learning process.	Marking and Feedback policy is consistently applied. Children understand the codes and respond, moving the learning forwards. Live marking is embedded and teachers give expert advice to children regarding what they have done well and where improvements can be made. Success criteria support children to know what success looks like, both when independently reviewing their work and for the purpose of peer assessment. Lesson observations evidence that full participation techniques are employed by all teachers. Classroom culture is one of lessons being a collaborative learning experience and all children are active participants (no one is passive).
Our disadvantaged children are supported to improve language and communication skills through curriculum focused dialogue where teachers explicitly extend pupils' spoken vocabulary.	Communication and Language is not a barrier to children achieving GLD by the end of Reception Curriculum documentation details specific vocabulary to be taught in all subjects at all stages of primary education. Teachers use this to inform planning. Self help tools such as working walls and knowledge organisers are used effectively to help children learn, remember and use new terminology. Subject leaders monitoring evidences that pupils' vocabulary is building as they move through school. Talk for Writing is embedded across school for the teaching of English. Monitoring evidences that techniques such as oral rehearsal and co-constructed word banks is having a positive impact on the progress that pupils make. Lesson observations and monitoring evidence that structured questioning is used well to develop reading comprehension. Adults readily engage in book talk with the younger children when they read aloud.
To support the emotional health and well-being of pupils in receipt of PPG.	By meeting the emotional needs of the children, they are learning better and are happier in school. Targeted children are accessing drop-ins with the ELSA mentor - Baseline and end of intervention assessments show progress made and impact of intervention. Other pastoral interventions / nurture activities are responsive to need and reviewed half termly. Number of behavioural incidences and suspensions are further reduced.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £14,075.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school is now in the 'developing phase' of our maths mastery journey. The maths lead regularly attends TRGs to build knowledge, refine practice and bring learning back to school. Mastering Number is in place in years R, 1, 2 and 3. Teachers / TAs are regularly released from class to attend CPD workshop events. One HLTA has attended a series of CPD days at the maths hub focused on 'Specialist knowledge in the teaching of maths for Teaching Assistants.' The Executive Headteacher has trained as a Primary maths mastery specialist and provides ongoing CPD and support to staff in the mastery approach. The school has invested in the White Rose Maths Scheme as our primary teaching resource.	Attainment in maths has been our weakest area for a number of year, both in terms of how the children performs versus national and in the gap between our own PPG and non-disadvantaged children. Research shows (Education Endowment Foundation) that mastery learning has high impact on pupil achievement for a low cost.	1
Marking and Feedback policy rewritten, implemented and monitored (Autumn term). High quality CPD INSET booked with Shirley Clarke on 'Outstanding Formative Assessment 2025' for March 2025.	Research from the EEF shows that aspects of formative assessment such as peer tutoring and feedback give a very high impact for a very low cost, based on extensive evidence. High quality feedback is proven to accelerate pupil progress.	1, 2

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

Budgeted cost: £13,722.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Each half term, two children from each KS2 class are selected for a Reading Comprehension intervention.	Research from the EEF evidences that reading comprehension strategies has a very high impact for very low cost. Also, the use of structured questioning to develop reading comprehension has been shown to be highly beneficial for developing oral language.	1
Phonics catch up interventions are delivered with children who need support to keep up / consolidate learning.	Short sessions over a finite period in addition to quality first teaching support children to keep up. Phonics is a strength of the school so it is important that this focus is maintained.	1,2
HLTA delivers split input alongside the class teachers for maths lessons in KS2. This means that even in mixed age classes, teaches can focus purely on what the children need to know for their year group expectations / small steps progression.	Maths is our weakest area. Many of our children have SEN and teachers need to adapt learning. This is more complicated when following mixed age planning (for example when a Y3 child is exposed to Y4 content) and could effect cognitive load / self esteem. A split input also maximises lesson time (as children are not sitting through parts that are not relevant to them).	1, 2
Ready to Progress Interventions?	Many children have significant gaps in maths from a legacy of low achievement. This means that often, many pupils do not have the prerequisite knowledge in order to access learning within their age group successfully. Ready to Progress interventions plug gaps in learning.	1, 2

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

Budgeted cost: £5,750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of staff has recently completed ELSA training. Targeted children are now starting to benefit from the programme. Wider pastoral interventions are planned in response to need. These are designed by teachers and PIVATs is used to establish baselines and end points. 'The Treehouse' nurture space has been developed to create a warm, inviting space for pastoral activities to take place. Our ELSA TA, with the support and guidance of the SENCo, has matched resourcing to need.	Regular mentoring time set aside for reflection will develop the children's ability to be more aware of the present moment, their thoughts, feelings, their body and the world around them. Research shows that this can positively change the way children feel about life and help them to approach challenges - both in and out of school – in a more positive way.	3
Base Leader to complete NPQLBC (National Professional	The school values help guide our thinking and behaviour so it is important they are	4

Qualification for Leading Behaviour and Culture). She has worked with children and families to revamp and refresh the focus on the school values. A new behaviour system has been implemented and is having a positive impact in reducing the number of recordable incidences. The implementation of class dojo is proving a useful tool in enhancing communication between home and school.	lived and that there is buy in from the staff, children and their families. A clear behaviour policy that is consistently applied supports children to learn boundaries, be clear on expectations and in turn, manage their feelings and behaviour to better effect. When children are regulated, they are in a much stronger position to access the learning. Communication with parents is key and staff work hard to ensure parents are kept updated.	
The school is engaging with 'Transforming your school reading culture.' The key focus is raising the profile of reading and increasing parental engagement. Reading cafés have been planned for the spring term.	Research from the EEF evidences that parental engagement gives moderate impact for very low cost (based on extensive research). Regular reading practice is vital for supporting the development of word reading and fluency.	5

Total budgeted cost: £33,548.32

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal tracking shows that disadvantaged pupils make at least expected progress. However, a significant proportion have not achieved age related expectations by the end of their primary education.

In 2024-25, 2 out of 2 disadvantaged pupils made GLD at the end of the EYFS.

Progress and attainment in phonics is good. 67% of disadvantaged pupils (2/3 pupils) met the phonics standard last academic year (2024-25), meaning they performed in-line with disadvantaged children nationally.

There were no disadvantaged pupils in our Y6 cohort in 2024-25.

Attendance of our disadvantaged children is positive. In the academic year 2024 – 25, school attendance overall was 96.9%, higher than the national average which was 93.1%. This strong attendance has continued and attendance for Autumn term 1 of 2025 – 26 was 96.7% (whole school), 96.5% (pupils in receipt of PPG) and 98.7% (Post LAC.)

School also received special recognition for being the most improved school in Lincolnshire for attendance in 2024-2025!

There were 4 suspensions of disadvantaged pupils in 2024-25 and no permanent exclusions.

Further information (optional)

Small class sizes - Currently lower key stage 2 and upper key stage 2 are split into two classes. However, these classes are very small (11 children in Y3/4 and 10 in Y5/6 at the time of writing this document). Merging all year groups into one class would be more cost effective but it would mean that the teacher would be split across delivering learning against four different sets of objectives. This would undoubtedly affect the amount of 'teacher time' each group of children got and the pace at which the class move through curriculum content. We are therefore trying to make saving elsewhere to avoid having to go back to one KS2 class.