

Pupil premium strategy statement – The Humberston Church of England 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	196
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	September 2023–September 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs S Ranshaw
Pupil premium lead	Miss L McCoid
Governor / Trustee lead	Claire Wong

Funding overview

Detail	Amount
Total budget for this academic year	£45, 765

Part A: Pupil premium strategy plan

Statement of intent

In his letter to the Philippians, St Paul said “I can do all things through Christ who strengthens me”. Reflecting on his ups and downs in life, Paul concluded that in the best of times, and the worst of times we can both overcome and achieve anything if we put our faith and trust in God.

At The Humberston Church of England Primary School, we aim to support all in our school to become the best version of themselves through our vision with the strength and guidance of Jesus Christ, unlocking possibilities and making a difference in our wonderful world.

In pursuit of our school vision of unlocking possibilities, making a difference, we aim to use pupil premium funding to enhance the high quality provision our vulnerable pupils receive, giving them the best possible life chances.

We aim for our disadvantaged pupils to;

- Show our Christian values through their work, play and relationships.
- Feel valued and valuable
- Achieve to the best of their ability.
- Be well prepared for the next stage in their learning.
- Have high aspirations and high levels of attendance and punctuality.
- Have confidence to be their unique selves, as God intended
- Experience engagement and enjoyment and a love for learning.
- Experience a range of wider opportunities, unlocking new possibilities.
- Develop resilience, independence and perseverance, demonstrating a Growth Mindset.
- Make excellent progress from their starting points.
- Secure positive relationships and have good social, emotional and mental health.
- Develop as respectful British and Global citizens

Our pupil premium strategy plan works towards achieving these objectives by;

- The embedding of a whole school curriculum promoting the skills needed for children to thrive in Modern Britain.
- Improvements in identification and assessment of non-academic needs and support.
- SEMH practitioner linked with the school through Compass Go, providing support to our pupils and training for staff.
- Full time Emotional Literacy Support Assistant (ELSA)
- Vision and Values award to promote our school vision in school.
- Full participation strategies routinely used in all classes to promote active learning.
- Jobs are available for children to apply for within school to promote their sense of responsibility and to broaden their horizons to the world of work.
- Phonics and reading interventions are highly effective and we are consistently performing in line with national or better.

- Children's ideas and thoughts are important to the school and gleaned in many different ways for example individual and small group pupil voice, questionnaires and the school council.
- A lead teacher to monitor and track Pupil Premium Pupils
- A teaching assistant with specialist expertise in Phonics and reading has been deployed to support phonics teaching throughout the Early Years and KS1
- Celebration workshops are consistently used to promote high expectations, standards and celebrate achievements in and outside of school.
- Breakfast club has an increased uptake year on year.
- Governors are linked to the school's priorities.

We have identified some key principles (outlined below), which we believe will maximise the impact of our pupil premium spending.

Key Principles

'Raising Aspiration' We will provide a culture where:

- All staff believe in all children
- All children are expected to perform to the best of their abilities
- Staff rapidly identify barriers and provide strategies to overcome them
- Children are encouraged to feel proud of themselves
- Children are encouraged to develop their positive learning behaviours
- Children receive intrinsic and some extrinsic rewards to motivate and encourage.
- Success is celebrated explicitly
- Children apply for real jobs in school and learn life skills

Analysing Data We will ensure that:

- All staff, including Governors, are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- All staff are aware of their roles in data analysis and their roles in the actions which arise from the analysis in order for all children to reach their potential
- School staff engage with Governors and External Advisors to challenge and support our data analysis
- We engage in quality internal and external moderation with external specialists and other primary and secondary schools to ensure our assessments are accurate and support future learning.

Identification of Pupils We will ensure that:

- All teaching staff and support staff are involved in the analysis of need for the child.
- Formative and summative assessments are used well for early identification of need and address issues as they arise.
- Rigorous pupil progress meetings with teaching staff are held with SLT, SEND coordinator and subject leaders to ensure early identification of needs and addressing of issues as they arise.
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming academically
- Underachievement at all levels is targeted (not just lower attaining pupils)

Continually Providing high quality Day to Day Teaching We will continue to provide high quality teaching by:

- Having high expectations of teachers and children

- Supporting and/or challenging staff to provide at least good or outstanding teaching
- Providing high quality, stimulating learning environments
- Ensuring consistent implementation of the non-negotiables, e.g. feedback, learning environments, learning behaviours
- Share good practice within the school and drawing on external expertise
- Strategically positioning and appointing Teachers and Teaching Assistants
- Appointing to any skills gaps we have in school including onto the Governing Body
- Providing high quality Continuing Professional Development

Individualising support We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning academic, socially or emotionally
- Tailoring interventions to the needs of the child
- Ensuring additional support staff and class teachers have regular, high quality communication
- Analysing, reviewing and adapting regularly the impact of individualised interventions
- Matching the skills of the support staff to the interventions they provide
- Training support staff to be able to support individualised needs
- Working with other agencies to bring in additional expertise
- Providing support for parents- to support their children's learning within the curriculum

Well being We will ensure that children's well being is monitored effectively by:

- Monitoring children's social and emotional needs
- Raising children's aspirations through holding key jobs in school
- Developing children's pride in themselves, their school and their community
- Intrinsic praise
- Reflection diaries
- Full time Emotional literacy support assistant to provide timely support
- Children leading worships
- Recognising and building on children's strengths to further boost confidence.
- Introduce opportunities for children to learn musical instruments and to experience other arts e.g. dance
- Develop sporting opportunities
- Website – Hall of Fame. Celebrating out of school achievements

Challenges

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

Challenge number	Detail of challenge
1	Our observations and analysis have shown that our disadvantaged pupils are our most mobile pupils. 56% of our disadvantaged pupils joined us in years other than EYFS. This mobility often results in multiple gaps in prior learning, which need addressing in order to support rapid progress.
2	Our analysis has highlighted that a high proportion of our disadvantaged pupils are also monitored in other areas such as SEND (20%), Safeguarding or SEMH (36%), which is disproportionate to the school as a whole.

3	For some disadvantaged pupils, developmental trauma has impacted their resilience, engagement and motivation.
4	Our observations have shown that our disadvantaged pupils often enter school with comparably lower starting points both academically and social/emotionally that their peers in the 'non disadvantaged' group.

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 be completed
To enable children to continue to receive high quality education whilst their teacher is out of class for leadership time.	Children's assessments will show continued and sustained good progress.
For children to have access to a trained member of staff as needed to support their emotional wellbeing. For our disadvantaged pupils to have regular timetabled support for their emotional well-being and mental health. For disadvantaged pupils to be able to recognise and manage their own emotions and know how to seek further support. For disadvantaged pupils emotional wellbeing to be fully supported and nurtured.	Children's emotional wellbeing will be supported, allowing them to flourish. Children's own SEMH targets will have been met each term. Children's SEMH needs will be identified early, allowing us to provide timely interventions.
To support our PP children with their recall of times tables, preparing them for any tests they may do throughout school and fill in any gaps.	Y4 Multiplications check will show improved scores for our pupil premium children. Children will be well prepared for their tests and will be able to apply their knowledge of the times tables when problem solving.
To ensure that all PP children get the same engaging and enjoyable experiences to enhance their learning opportunities. Children are able to partake in enriching experiences in which they may not have before had the chance to.	Monitoring will show increased active participation, motivation and enjoyment. All pupil premium children will have the same opportunities as children not on the pupil premium register.
To ensure PP children all learn to play a musical instrument throughout their time at school, building up their aspirations and experiences.	All pupil premium children will be able to read basic sheet music and understand how to play the violin by the end of KS2.
To ensure that social interventions can take place on the playground whilst maintaining levels of supervision. To ensure our PP children have access to games clubs at	Children will be able to socialise with each other and form positive relationships.

lunch to support with their social skills and interactions.	
Keep breakfast and after school club open for parents and children to access. To ensure our PP children have access to breakfast and receive quality childcare provision.	Wrap around care will be available for children to attend. Children attend school ready to begin their day having had breakfast.
To ensure high quality intervention programmes are available for our PP children to support their learning at school and at home.	Children's learning is supported. Teacher assessments show good progress towards meeting or exceeding identified targets.
To ensure SEND pupils have access to high quality learning interventions at home to continue making progress.	Trackers and assessments show SEND children making progress through their small steps targets. Through regular practise, children make good progress from their starting points.
To ensure the progress of pupil premium children is tracked and monitored with interventions provided.	Pupil premium children's needs are identified and support is put in place early.

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

Budgeted cost: £ 8,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscriptions to intervention support programmes and home learning and teaching resources	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction,	1, 2,4
Release time for teacher to lead on Pupil Premium and receive and deliver CPD.	Supporting continuous and sustained professional development (CPD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of CPD should be based on the best available evidence. Effective CPD is likely to require a	1,2,3,4

	balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.	
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Targeted academic support

Budgeted cost: 20,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part fund TA to support with times table interventions.	The average impact of the deployment of teaching assistants is about an additional four months' progress (EEF Tool Kit) over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.	1, 4,2
Part fund TA to deliver reading and Phonics interventions.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. (EEF Tool Kit).	1, 4,2
Licences for SEND programmes of support including 'Nessy' and diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or	1, 2,4

	teacher instruction. – EEF research.	
Part fund additional hours for qualified teachers to deliver interventions and tuition across the school.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average (EEF Tool Kit).	2,4
Part fund some additional laptops for classroom use to support pupils academic learning.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom - EEF research	2, 4

Wider strategies

Budgeted cost: £16,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part Fund Emotional Literacy Support Assistant (ELSA)	The average impact of the deployment of teaching assistants is about an additional four months' progress (EEF Tool Kit) over the course of a year. The average impact of successful SEMH interventions is an additional four months' progress over the course of a year (EEF Tool Kit)	1,3
Subsidise school trips and visitors to school.	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months progress (EEF Tool Kit).	1,3
Part fund music specialist teacher	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months progress (EEF Tool Kit).	1,3
Fully fund additional lunch staff member to support emotional and social wellbeing through Lego therapy.	The average impact of successful SEMH interventions is an additional four months' progress over the course of a year (EEF Tool Kit)	1,3
Subsidise breakfast and after school clubs and trips.	There is some evidence to suggest that supporting some pupils to attend a breakfast club can improve pupil	3

	behaviour and attendance, alongside 2 months additional progress as they are more prepared for their day at school. (EEF Tool Kit).	
Part fund TA to support PP pupils with their emotional wellbeing.	The average impact of successful SEMH interventions is an additional four months' progress over the course of a year (EEF Tool Kit)	1,2,3,4

Total budgeted cost: £ 38,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- All disadvantaged pupils have had access to the ELSA as needed. Pupil voice has shown that they value the ELSA and learn lots of transferable skills. Children worked on SMART targets throughout their nurture interventions and all achieved the targets set last year from their baseline. 100% of Pupil Premium children said they feel safe and have someone to talk to if worried in school.
- Children developed a love for reading through daily reading interventions and their confidence improved. Children were regularly reading, which improved their reading skills and fluency and they were exposed to a rich vocabulary. At KS2, 78% of our PP children achieved EXS+ in their SATs which is a 28% increase from the previous year. Y1 Phonics results were in line with National for disadvantaged pupils at 67% in Y1 and 100% in Year 2.
- Disadvantaged pupils achieved exceptionally well in KS2 Reading, writing and Maths with 67% achieving EXS+ in Reading, writing and maths combined compared with 47% Nationally.
- In writing, our disadvantaged pupils achieved exceptionally well with 78% achieving EXS+ compared with 59% Nationally and 44% of disadvantaged pupils achieving greater depth in writing. This was a result of the quality first teaching and high quality moderation and assessment undertaken by experienced Y6 teachers.
- Assessments across the school have shown clear progression within the children's learning. Term on term improvements have been evident within the multiplication check assessments. Our disadvantaged pupils achieved an average score of 20.3 in the MTC compared with 19.1 Nationally.
- Disadvantaged pupils with SEND have made use of the extra support by improving independence and resulting in good progress. All of these pupils met their individual targets.
- Children have loved being outdoors during the gardening sessions and have excelled in their responsibilities, resilience and patience to carry out tasks. The outdoors has helped reduce anxiety in some of the children. Teamwork, communication and independence also increased.
- Pupils have received regular interventions to support them in their next steps of their learning. PP children's books show they have made excellent progress from their starting points in all subjects.
- Qualified teacher worked with year 6 pupils during additional intervention sessions in preparation for SATs testing which had a positive impact on final scores.