

Pupil premium strategy statement – Hingham 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	181
Proportion (%) of pupil premium eligible pupils	24.8%
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 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Vickie Newrick
Pupil premium lead	Vickie Newrick
Governor / Trustee lead	Susan Gothard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69540
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£69540

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. 9 disadvantaged pupils have been 'persistently absent' compared to 17 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: 4 • 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.	Sustained high attendance by 2026/27 demonstrated by: • 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	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). Annual school visits to the beach (KS1) and Royal Norfolk Show (KS2) are maintained and well-attended by disadvantaged pupils. Qualitative data from student voice, student and parent surveys and teacher observations show sustained improvements in “Powerful Knowledge” and “Cultural Capital” for disadvantaged children.

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: £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
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 EE	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 (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,000

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
Primary Inclusion HLTA to be recruited for pupil voice and support, parent support and learning monitoring.	Social and Emotional support to enable children to access school through teaching about the self-management of emotions Social and emotional learning EEF	3, 4
TA allocated hours for Forest School	Forest School benefits listed above Increased time with consistent adults improves attendance. 1-5 6 Increased exercise improved wellbeing and attention	1-5
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	Increased time with consistent adults improves attendance.	2,3,4

of active play at lunchtimes	Increased exercise improved wellbeing and attention	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Milk provided for PP children across EY and KS1	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	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	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 individual and 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: £ 70,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Actions over the last year have focused on the areas listed in the previous report. These actions are ongoing and continue to be the focus of our provision for Pupil Premium spending.

After school club – 20 children entitled to Pupil Premium regularly use our free after school club sessions and in total 356 free sessions were taken at a total cost of £1602.

Football club – 22 x ½ terms worth of places were given to children entitled to Pupil Premium with a total cost of £1536 (Combined total spent £3138)

Trips and residential – children entitled to Pupil Premium benefited from school trips including day trips and 2 residential trips. £2633 was used on these trips in the academic year 2024/25. (Spent £2633)

Forest School – 25 children entitled to Pupil Premium (including some who are also Young Carers) benefitted from Forest School sessions in the academic year 2024/25. (Spent £5646)

ELSA – 12 children received support through ELSA provision. Pupil voice tells us that they enjoyed the one-to-one time with an adult and they found it helped them regulate when in a busy classroom. We are aware that many more children need this type of support. As we move forward, we are looking to widen the provision for SEMH through an Inclusion HLTA. This will ensure that the number of children needing support receive that support.

Attendance

Our whole school attendance for 2024/25 was 95.46%. Pupil premium children's attendance was 93.32%. Pupils without Pupil premium entitlement achieved 96.39% This shows a 3.07% gap. This is a 0.93% improvement on the year 2023/24.

Achievement of those entitled to Pupil Premium in Year 6 2024/25

Cohort	Reading (% AS)	Writing (% EXS)	Writing (% GDS)	Maths (% AS)	RWM (% EXS)
Pupil Premium Hingham (11 children)	73	55	9	73	55
Not Pupil Premium (18 children)	83	61	6	72	66
All pupils Hingham	79	62		72	62
National – all children	75	72		74	62
National Pupil Premium	58	53		54	47

There remains a gap between the achievement of Pupil Premium and non-Pupil Premium children in reading and particularly writing, leading to a continued focus on Oracy and a continued focus on Reading and writing for all pupils. However, when compared to National pupil premium statistics our pupil premium children are achieving in line for writing and significantly above their pupil premium peers in reading and maths. For Pupil Premium children, writing standards have improved from 43% in 2024.

Achievement of those entitled to Pupil Premium in Year 1 2024/25

Cohort	Phonics % meeting threshold
Pupil Premium Hingham (2 children)	100%
Not Pupil Premium Hingham (27 children)	85%
All children Hingham	82%
National – all children	81%
National Pupil Premium	68.1%

Pupils entitled to Pupil Premium were highly successful in their phonics screening.

Pupil progress meetings continue to work as an effective opportunity to highlight children who are not meeting the expected standard in the teacher's data analysis. Within this forum the teacher and Senior leaders develop a plan for intervention and support.

Our school continues to grow with 181 pupils on roll. The recent Parent and Carer survey gave the school 4.64 out of 5 when asked if they would recommend the school to another family.

Externally provided programmes

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

Programme	Provider
Oracy programme	Voice 21