

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hague Primary
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	32.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 To 2023-2024
Date this statement was published	28.12.2021
Date on which it will be reviewed	31.09.2022
Statement authorised by	Judy Knappett
Pupil premium lead	Sue Walsh
Governor / Trustee lead	Paul Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,080
Recovery premium funding allocation this academic year	£10,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year The school is hard federated with Stewart Headlam Primary School. The two schools work closely by sharing resources including the leadership team, curriculum subject leaders and learning mentor. All staff are committed to improving outcomes for all pupils.	£96,110

Part A: Pupil premium strategy plan

Statement of intent

Key objectives for disadvantaged pupils

- The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers.
- The percentage of our pupils eligible for pupil premium at Hague (32.3%) is significantly higher than the national average (20.8%*) for primary schools.
- It is our intent as the Federation of Stewart Headlam and Hague Schools to work in close partnership to erase the gap between disadvantaged pupils and their non-disadvantaged peers.

How the pupil premium strategy plan works towards achieving these objectives?

To secure good and outstanding progress we target and plan the learning support and resources based on evidence for all of our children's gaps in learning and needs using the EEF 3 Tier Strategy. The termly pupil progress meetings, parent meetings and analysis of interventions support this process which then targets groups and individual needs with agreed tiered allocation of resources.

1. **High quality teaching.** All children need great teachers, effective learning support and feedback on how to improve and progress. We talk about learning from good teaching models and marvellous mistakes, making good better and better best.
2. **Targeted academic support.** Some children need a little bit of extra group teaching or a mentoring boost with targets and effective personal learning strategies. Others need a bigger targeted or longer term boost with specific teacher tutoring time in a small group or 1:1 support.
3. **Wider strategies.** This includes pastoral well-being, social and emotional support, attendance and welfare, access to digital devices and cultural enrichment.

Key principles of the strategy plan.

1. **We have high aspirations and ambitions for all pupils.**
2. **All members of staff and the governing body are committed to the provision of pastoral, social and academic needs within a caring and nurturing environment.** It is an integral part of our responsibility as a UNCRC Rights Respecting School.
3. **We identify barriers that need to be addressed, deploy resources and interventions which are based on local wisdom and EEF tried and tested practice.** The monitoring and evaluation of targeted academic support is rigorous. Staff and governors question which groups of children are not making sustained academic progress and take agreed action.
4. **We recognise the vital role that parents and carers play in the lives of their children.** Working with parents of disadvantaged children is essential to our pupils' progress. We support parents so that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference.
5. **We actively encourage the take up of FSM** by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and slower rates of progress across core subjects by pupil premium/disadvantaged children. The children have knowledge gaps and misconceptions. Lower attaining pupils find it difficult to retain or recall prior knowledge and make subject connections.
2	Recovery of reading and phonics, speaking and listening for pupil premium children (after COVID). This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
3	Limited cultural enrichment opportunities and life experiences beyond their home and immediate community which impacts on contextual learning and vocabulary.
4	Some pupils including some eligible for pupil premium lack self-regulation strategies confidence show weaknesses in learning behaviours. Some pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
5	Lower attendance of pupil premium children, including persistent absentees. Includes impact of extended leave.
6	Maintaining and redeploying experienced expert teachers with institutional knowledge across the federation schools during period of reorganisation change in 2021 to address impact of falling roll including decline in pupils eligible for PPG.

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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage.</p> <p>Those who fall behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure the fallen behind children receive targeted high-quality intervention monitored by Raising Standards Lead.</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>

<p>Well-being.</p> <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> <p>i.e asthma and health care plans updated so that attendance related concerns are understood,</p> <p>Food security support from Breakfast Club and Food for Free on Fridays managed by the SHH Federation Learning Mentor and Home School Liaison Officer.</p>	<ul style="list-style-type: none"> • Learning Mentor/Home School Support /SENCo and Heads of School identify and support families and children to alleviate wellbeing barriers to learning. • Identified children are invited to nurture, positive play i.e join in Lego Therapy and language sessions. • Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers. • Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
<ul style="list-style-type: none"> • Pupils have a breadth of enrichment experiences that enable them to contextualise their learning. • School will deliver an engaging, broad and varied curriculum which has first hand experiences. 	<ul style="list-style-type: none"> • Curriculum learning questions and challenges provide pupils with exciting, varied and book-based learning. • Pupil questionnaires will show that children enjoy school and know how to progress. • Teachers and support staff will plan a wide range of visits/ events/experiences to inspire/enhance learning and make it memorable. • Each year group will spend allocated funding on enrichment days and events which excite and enthuse children to learn across all subjects. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and beyond) the school day.
<ul style="list-style-type: none"> • All disadvantaged pupils will meet national expectations for attendance/persistent absence. 	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by AWA, admin attendance officer and head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 41,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • 2 x KS1/KS2 Teachers with phonics and English/ Oracy focus. • HLTA Learning Support Staff to maintain institutional knowledge through modelling and mentoring. • Nursery Teacher 3 x PMs for mentoring, monitoring and learning support. 	<p>Retention and redeployment of expertise and experienced Stewart Headlam Staff to Hague as SHH Federation Teachers</p> <p>Impact of prior investment in training can be lost if appointing new or inexperienced staff.</p>	6
<p>Head of Hague to lead on coaching SHH Federation Assistant Head teacher for English and Federation Leader of Learning for Maths to develop leadership capacity to deliver a sustainable SHH Federation raising attainment programme based on use of</p> <ul style="list-style-type: none"> • PiXL resources for teachers and Teaching assistants which can be mainly delivered in class or outside of class time. • 3 x Pupil Progress Meetings per year with data analysis and next steps linked to • Drop-ins & book look monitoring with follow-up staff meetings and coaching to share learning • Maths mid-term planning meetings with SSHF Raising Standards Lead Yrs R/2/4/6 and Maths LOL Yrs 1/3/5 to ensure AFL informs adaptations to next lessons. • Cover for teacher pupil conferencing for writing – strengthening impact of feedback. <p>Head of Stewart Headlam to work with AHT SHH Federation Curriculum Leader of Learning and SHHF subject leaders to</p> <ul style="list-style-type: none"> • Ensure the teaching of foundation curriculum meets the needs of PPG and SEND pupils. • Make sure texts accessible 	<p>Mastery learning +5mths. Limited evidence but emphasis is on securing all pupils understanding before progressing.</p> <p>Challenge of going at pace of the slowest. The curriculum for mastery and support for leaning needs to be understood by the class teacher and often needs coaching so that there is understanding of balance between learning and covering the ARE curriculum.</p> <p>Power Maths - Hub network support. Third space maths and Pixl Therapies have been tried and tested. Teachers who are new to the resources /Year groups need cpd and coaching</p>	1 , 2, 4

<ul style="list-style-type: none"> • Use scaffolded strategies for recall of prior learning and development of range of vocabulary. • Develop use of knowledge organisers linked to class topic texts. Include explicit teaching of topic vocabulary and language structures • Ensure secure teacher subject knowledge for foundation subjects. • Link the learning to curriculum enrichment – wider strategies 		
<p>Allocation of funds Continuing Professional Development (CPD) for teachers and TAs across EYFS, KS1 and KS2 to</p> <ul style="list-style-type: none"> • Up-date and renew Systematic Synthetic Phonics (SSP) reading scheme CPD supported by THEP consultant to improve reading outcomes particularly for lowest 25-30% of pupils. • Raise EYFS/KS1 Phonics and Reading home school engagement expectations including Bug Club and access to online home reading support with chrome books. • Allocation of funds for reading and writing Bug Club /Accelerated Reader subscriptions and high quality texts for EYFS, KS1 and KS2. 	<p>Dip in % of pupils passing phonics screening in Year 1.</p> <p>Children passing phonics but not at ARE for reading comprehension.</p>	2, 4
<p>Allocation of funds Continuing Professional Development (CPD) for teachers and TAs across SHHF EYFS, KS1 and KS2 to raise attainment in</p> <ul style="list-style-type: none"> • Early mathematical development for counting, subitising and recall of number bonds using NCETM maths mastery for Reception and KS1 • Develop teacher subject knowledge to impact on pupils understanding of mathematical language for reasoning problem solving and reasoning 	<p>SSP for phonics raises engagement and attainment for pupils. A similar approach to systematic little and often teaching of elementary numeracy skills should have a positive effect in ensuring pupils develop the vocabulary.</p> <p>CPD – Resources and feedback 3 teachers and TAs in each school plus Maths lead and Hague Head of School.</p>	1,4
<p>Use of National College in order to gain CPD knowledge for all staff for 6 hours</p> <ul style="list-style-type: none"> • Narrowing the Gap in Educational Attainment: Effective Classroom Practice • Overcoming Language Barriers & Addressing additional Needs 		1,4

<ul style="list-style-type: none"> • Bridging the Gap: Improving Pupil Outcomes • Personal Professional development choices 		
<p>Small Target Focus Groups</p> <ul style="list-style-type: none"> • HLTAs and TAs to work with Inclusion Leader ensure effective targeted interventions are monitored and tracked for impact. • Teachers identify and address gaps in knowledge for arithmetic, GPS and reading comprehension strategies supported by TAs. • Reception and KS1 Teachers /TAs provide phonics pre teach and catch up interventions to ensure all children have achieved learning objectives from the morning sessions. 	EEF Small Group + 4mts	1,2
<p>Soft Start Early Bird Work with KS1/KS2 teachers</p> <ul style="list-style-type: none"> • 10 mins per day using PixL and Third Space Maths/ Power Maths Catch-up resources and focused reading Handwriting time. 	<p>Learning support, practise, pre teach, catch-up, not taking children away from mainstream lessons.</p> <p>Opportunity for teachers to engage with pupils, little and often to consolidate and pre-teach. Build relationships which impact on resilience and recall of prior knowledge or develop new learning.</p> <p>Children regularly attending at 8:45 are making quicker progress and attaining higher than those who don't.</p> <p>Barrier - Parental engagement for arriving on time.- links with AWA communication.</p>	1,2

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

Budgeted cost: £25,030 Inc Recovery Funding boosted by National Tuition Programmes.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>National Tuition Programme</i> <i>Third Space Maths 1:1</i> 10 weeks for 20 x Y5 & Y6 pupils including HLTA/TA focus time.</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) Small group tuition EEF (educationendowmentfoundation.org.uk) Tried and tested since 2017. Pupils and parents like the resource and respond positively.</p>	1
<p><i>National Tuition Programme</i> <i>EEF Lightening Squad for 15 x Y2-Y5 pupils Project tutor shared</i></p>	<p>New – trialling this across the 2 schools, shared investment. Uses the reading recovery approach. Some of the strategies slightly at odds with the TH</p>	2

<i>with SH (from Mid January) 15 weeks programme.</i>	Phonics as it's a bit American sounding but for children who need the extra support it evidences support.	
School Led Tutoring <ul style="list-style-type: none"> Designed to close the gap between disadvantaged pupils and peers through tutoring using PiXL Therapies delivered by teachers/TAs who know the pupils and PiXL Resources. Includes NTP training for TAs / Teachers Y5 & Y6 focus	Previous experience of school led booster groups having impact on addressing children's' subject knowledge gaps, confidence and problem solving strategies.	1,2
SALT + SENDCo and TAs delivering speech therapy	Speech and language impacts on learning progress, confidence in communication of needs and comprehension of vocabulary and context supports behaviour for learning.	1
Early Bird 8:30 – 9:00am <ul style="list-style-type: none"> <i>Reception phonics pre teach in prep for the lesson, Hague teacher</i> <i>ELS revised for SSP Y1 - TA</i> <i>Project X Y2 & Y3 - TA</i> 	Learning support, practise, pre teach, catch-up, not taking children away from mainstream lessons. Opportunity for teachers to engage with pupils, little and often to consolidate and pre-teach. Build relationships which impact on resilience and recall of prior knowledge or develop new learning. Children regularly attending at 8:45 are making quicker progress and attaining higher than those who don't. Barrier - Parental engagement for arriving on time.- links with AWA communication.	2, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned deployment of Learning Mentor by Heads of School to support disadvantaged pupils' pastoral and academic needs. <ul style="list-style-type: none"> Pastoral Leader's time for key individuals for at least 10 hours a week. 	EEF Metacognition and Self Regulation (+7months)) Focus on in class support models, where possible avoid withdrawal – be the person to be interested and advocate for the child. Positive coms and feedback to pupils and family. Access to clubs and booster	4

Residential for Years 4 & 6. Educational visits to places of cultural, historical, scientific, geographical significance particularly related to class topics.	Feedback indicates that pupils and parents appreciate the school taking children to interesting places which create context and curiosity. The opportunities need to be maximised by the class teachers so that the teachable moments are exploited through talk and critical thinking to positive effect. Link to Knowledge organisers and vocabulary.	3
Attendance and Welfare Advisor – SLA Pastoral support and challenge for persistent absence and lower levels of attendance for PPG pupils so that attendance is in line with national and Non PPG peers.	Attendance has improved for PPG pupils. The challenge for 2021-22 is the impact of Covid on family health concerns and decisions for extended leave.	5
Access to online learning using school devices at Home for home learning tasks. Home school support for effective use of devices at home.	TAs and Teachers delivering parent workshops on how best to use chrome books at home.	3,2,1
Federation Breakfast Club linked to National Breakfast Club + Walking Bus 2 staff x 7.5 hrs per week.	Strong evidence from Family Action National School Breakfast Programme of children coming to school having had something to eat helps them to be ready to learn. Breakfast Club provides a positive start to the day with healthy food options and activities + Pastoral support.	4

Total budgeted cost: £96,110

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 are not being used to hold schools to account.

2019 upward trend for Hague pupils – Strategies to support PPG pupils secure and built on across the school.

*82% of disadvantaged achieved ARE Combined RWM National: 71%
18% of disadvantaged achieved greater depth combined National 13%*

Covid-19 has affected delivery and access to targeted support. Emphasis for Covid funding and PPG has been the investment in devices for online learning and CPD for teachers and TAs. 2020 – 2021 has had mixed impact.

Reading: Already confident readers made better progress than lower achieving peers. Many pupils didn't fully engage with the range of online reading resources linked to MiOn and Accelerated Reader. Feedback from pupils was that they preferred actual books and Accelerated Reader Quizzes. These were also provided.

The online reading support strategy for Rec KS1 and KS2 potentially supports better engagement and is tracked. Home school support will persevere with workshops to develop family access to using technology skillset for reading and home learning.

Given the turnover of KS2 staff in 2020-21 greater investment in teacher modelling, tracking and understanding how the resources can best support reading and comprehension at home and in school will be needed. We know Accelerated Reader works if understood and invested in by all. KS2 Reading Challenges and Lead person appointed

Writing stamina and accuracy affected linked to oral language development and confidence. Oracy focus and feedback a priority linked to Ready to Progress strategy.

Online engagement for maths was more effective as reflected in children's maintenance and development of arithmetic skills.

The decision to engage with the free NCETM EYFS KS1 maths offer will support maths mastery strategies from foundation stage with the aim of reducing gaps which are very apparent based on children's EYFS experiences and attendance at nursery.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The PiXL Club supports school based tutoring and class based/group/1:1 interventions.	PIXL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.