

Pupil premium strategy statement

Haggonfields Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Haggonfields Primary School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date of First Review	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gez Rizzo
Pupil premium lead	Jane Godley
Governor / Trustee lead	Joanna Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
Recovery premium funding allocation this academic year	£2,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,040.00

Part A: Pupil premium strategy plan

Statement of intent

At Haggonfields Primary School, it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. We endeavour to understand every child's strengths and needs, making the best use of time and resources to move learning forwards in all areas.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Context

- 29% pupil premium pupils is higher than the national average of 23%
- Our number of pupil premium children has been rising over previous years.
- IDACI Decile 2 indicates we are in the top 20% of most deprived areas.

In order to ensure equality of opportunity, we aim to:

- Provide a curriculum that is progressive and sequential, allowing children to accumulate the knowledge and skills they need in order to be successful through teaching and learning opportunities that meet the needs of all pupils.
- Enable all pupils, irrespective of background, to play a full and active role in society by prioritising literacy and numeracy skills so that children have the necessary vocabulary, listening, communication and fluency skills they need in order to be successful.
- Provide opportunities for enhancing physical and emotional health and wellbeing, to improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.

Our intention is to:

- Prioritise Quality First Teaching for all children.
- Provide Continuing Professional Development opportunities for all staff.
- Use robust assessment measures to ensure that underperformance, special educational needs and emotional concerns are addressed rapidly and successfully.
- Provide all pupils with opportunities to enrich their education, widen their life experiences and impact positively on their progress and learning.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Less well-developed language skills (the ability to form sentences, express needs, follow instructions, use and understand age-appropriate vocabulary). 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 and EAL pupils than their peers.</p>
2	<p>Less well-developed reading skills (sometimes a result of limited exposure to books and stories, low parental confidence in their own literacy skills, fewer opportunities for reading outside of school). End of Key Stage assessments show disadvantaged pupils generally have greater difficulties with reading than their peers. We know that achievement in early literacy skills is crucial for future success overall.</p>
3	<p>Mental health needs as a result of multiple vulnerabilities (lower self-esteem and confidence, weaker resilience and ability to 'bounce back', sometimes communicated through challenging behaviour). Many of our disadvantaged pupils have SEN issues plus social and emotional needs, including mental health. These challenges particularly affect our disadvantaged pupils, and can adversely impact on their attainment.</p>
4	<p>Fewer wider experiences leading to a lack of cultural capital (knowledge and understanding). We recognise that many children in our community lack the opportunity to take part in wider experiences, including but not limited to school trips, sporting events and afterschool clubs. This particularly affects our disadvantaged pupils and can lead to a narrowing of experience for them.</p>

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>To improve oral language skills and vocabulary for all pupils entitled to Pupil Premium, with a particular focus on those in the EYFS, through the use of quality first ECAT strategies and evidence-based speech and language interventions.</p>	<p>80% of pupils entitled to PP achieve expected+ in CL at the end of the EYFS.</p> <p>80% pupils entitled to PP achieve expected+ in speaking and listening at the end of KS1.</p> <p><i>Pupils' interactions will demonstrate understanding and the ability to use a wide range of appropriate vocabulary.</i></p>
<p>To ensure all pupils entitled to PP learn to read, with a strong focus on systematic phonics, through quality first teaching of reading and the use of evidence-based interventions.</p>	<p>80% of pupils entitled to PP achieve expected+ in Literacy at the end of the EYFS.</p> <p>80% pupils entitled to PP achieve expected+ in Reading at the end of KS1.</p> <p><i>Pupils demonstrate a love for books and reading through their independent choices and play.</i></p>
<p>To ensure all pupils entitled to PP have good mental health and well-being, including the vocabulary to express themselves and their needs when things are difficult for them.</p>	<p>Children can talk about their feelings and can identify trusted adults in school.</p> <p>School-centred assessments show that pupils involved in SEMH interventions and referrals make good progress.</p> <p>Incidents of challenging behaviour in the classroom are rare and children have strategies for managing their feelings when they are anxious.</p>
<p>To ensure all pupils entitled to PP have full access to a wide range of further opportunities at school. Including but not limited to clubs, visits and residential and have opportunities to work with artists, musicians and sports specialists to build their cultural capital.</p>	<p>Pupils entitled to PP have full access to all wider opportunities at school, as demonstrated by school data.</p> <p>Pupils entitled to PP can talk about their experiences with understanding, using appropriate vocabulary.</p>

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: £17,478 (Including National College)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Work with the SENDCO and Heads of School to provide classroom-centred coaching and mentoring to further develop ECAT strategies.</p>	<p>EEF Early Years Toolkit - Communication and Language Approaches Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	1
<p>CPD Work with the SNMAT English Specialist, Heads of School and staff from St John’s Academy to provide classroom-centred coaching and mentoring to further develop the quality first teaching of reading, including phonics.</p>	<p>EEF Early Years Toolkit – Early Literacy Approaches (e.g. storytelling, group reading, early phonics, introductions to writing) Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p> <p>EEF Teaching and Learning Toolkit – Phonics Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment</p>	2

	for early readers and are only one part of a successful literacy strategy. DfE 2021 – The Reading Framework	
CPD Work with St John's C of E Academy, to further develop assessment for learning strategies to ensure all work is carefully matched to pupils' needs.	EEF Teaching and Learning Toolkit – Feedback Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1, 2
CPD Work with SENDCO, ELSA and Wellbeing Lead to provide classroom-centred coaching and mentoring to further develop and embed strategies to support SEMH (including PACE Training, Take 5, Nurture Strategies)	EEF Teaching and Learning Toolkit – Social and Emotional Learning The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	3

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

Budgeted cost: £ 13,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and evaluate the impact of speech and language interventions for pupils entitled to PP (WellComm, Listening Groups and Story Groups).	EEF Teaching and Learning Toolkit – Oral Language Interventions The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. DfE 2021 – The Reading Framework	1, 2
Implement and evaluate the impact of SFA	EEF Teaching and Learning Toolkit – Phonics	1, 2

Phonics, SFA Guided Reading Groups and Reading Interventions (Groups and 1-1) for pupils entitled to PP.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. FFT Success for All Phonics is a complete systematic synthetic phonics (SSP) programme that has been validated by the Department for Education. DfE 2021 – The Reading Framework	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve mental health and wellbeing; build children's vocabulary so that they can express themselves and their needs. <i>(Wellbeing Provision, Counselling, Outdoor Learning, Lego Therapy, Take 5, Breakfast Provision, Uniform Support, Rewards and Celebrations.)</i>	EEF Teaching and Learning Toolkit – Social and Emotional Learning The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	3
Increase cultural opportunities, including extracurricular clubs, residentials, school visits (including to universities), visitors to school and sporting activities.	Children from disadvantaged families benefit most from extra-curricular activities but are much less likely to have access to sport, arts or cultural pursuits (according to Australian researchers). Research by academics from Flinders University, released as part of Anti-Poverty Week, found 34% of children from lower socio-economic communities missed out on extra-curricular activities, compared with 13% from wealthier areas (October 2021).	4

Total budgeted cost: £ 40,040

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 2022 to 2023 academic year.

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

Attitudes to learning – There has been a significantly positive impact on the social, emotional and mental health of pupil premium pupils. There have been 0 suspensions for pupils premium pupils and the number of red behaviours have decreased significantly.

ELSA support, provision of breakfast, other wider strategies and the improvement to the quality of education have supported this improvement.

Phonics – A systematic phonics programme has been implemented with a rigorous approach to home reading following books aligned with phonics work. Pupil premium children are making positive progress in their phonics learning.

Improving outcomes – The national tutoring programme has been utilised to provide tutoring for 9 pupil premium pupils in key stage 2. The children accessing this intervention achieved a number of targets that were set by the class teachers, which supported in narrowing the gap.

Wellcomm assessments were completed and early language intervention was implemented to support early development. This had a positive impact on early learners that was identified in assessment outcomes.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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