

## 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	Haggonfields Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	1/11/21
Date on which it will be reviewed	1/10/22
Statement authorised by	Gez Rizzo
Pupil premium lead	Kevin Houghton
Governor / Trustee lead	Joanna Hall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040
Recovery premium funding allocation this academic year	£3166
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,206

# Part A: Pupil premium strategy plan

## Statement of intent

At Haggonfields Primary School, we target the use of pupil premium funding to ensure that disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. However, 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. The challenges are varied and there is no “one size fits all”. Research has also suggested that pupil premium children have been worst affected by partial school closures and the attainment gap has widened as a result of national lockdowns.

### Our Context

- 31% pupil premium pupils is higher than the national average of 23%
- Our number of pupil premium children have been rising over previous years.
- IDACI Decile 2 indicates we are in the top 20% of most deprived areas.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within the school and nationally.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning.
- ✓ Develop confidence in their ability to communicate effectively in a range of contexts.
- ✓ Access a wide a range of opportunities to develop their knowledge and understanding of the world and further build cultural capital.

### Achieving Our Objectives

- Provide all teachers with high quality professional development opportunities to ensure that pupils access quality first teaching.
- Provide targeted support and intervention to quickly address identified gaps in learning including the use of small group tuition.
- Target funding to ensure that all pupils are able to access to trips, residential and high quality first hand experiences.
- Provide opportunities for pupils to access enrichment activities.
- Provide opportunities to raise aspirations and allow children to achieve

- Provide appropriate nurture and family support to enable to pupils to access learning within and beyond the classroom.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Key Principles

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils so that they can achieve their best possible outcomes and achieve their full potential.
- The school makes use of available evidence based research from our own experience and that of the EEF when allocating funding to strive for maximum impact on pupils learning and outcomes.
- Achievement data is reviewed regularly and robustly to monitor the impact of interventions.
- Class teachers are aware of pupil premium pupils to enable them to assume responsibility for accelerating progress.
- Pupil premium funding is used to deal with a range of barriers. The strategies used will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in knowledge in Reading, Writing, Maths and Phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities

## 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
<i>Reading, Writing and Maths</i>	Achieve outcomes and progress in-line with or above national average for disadvantaged pupils

Phonics	Achieve at least 90% of pupils passing the phonics screening check.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Attitudes to learning	Reduce the number of red behaviours being recorded.

## 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: £ 18,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Take 5 emotional wellbeing training,</i>	EEF social and emotional wellbeing +4 months. Reduction of poor behaviour. Reduction to exclusions. Improved SEMH for pupils.	1
<i>Internal action research projects</i>	Focused on EEF projects of personal development of staff. Provides wider opportunities for pupils that have impact. Project include Metacognition (EEF+7 months, Feedback EEF +6 months, social emotional learning EEF +4 months, play based learning EEF +5 months, communication and language EEF +6 months)	1,2,3
<i>Play based learning and continuous provision professional development in EYFS and KS1.</i>	EEF play based learning +5 months. Provision in KS1 to support gaps of knowledge created during lockdowns. More focused group learning.	2
<i>Systematic Phonics Programme professional development and resources.</i>	EEF phonics impact +5 months. High quality phonics delivery will allow children to become readers. Reading books will align with their phonics learning.	2
<i>Accelerated Reader Programme to support fluency and comprehension of reading.</i>	EEF impact of the programme +3 months. Encourages reading for pleasure and access to a wider range of books.	2

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

Budgeted cost: £ 14,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Before and After School booster groups to raise attainment.</i>	Pupils make accelerated progress. Knowledge gaps are quickly assessed and identified before being filled. EEF small group tuition +4 months	2
<i>National tutoring programme x 9 pupils 1:3 tutoring sessions</i>	EEF small group tuition +4 months Pupils identified based on gaps in knowledge, narrowing the attainment gap and ensuring good progress from starting points.	2
<i>Wellcomm Early Language Intervention teaching assistant delivery</i>	EEF communication and language support +6 months. Communication and language developments will support spoken vocabulary and interactions. Identified area for development	3
<i>SENCO targeted intervention support ½ day a week</i>	Targeted referrals to utilise outside agency support. Provision of quality assurance and teaching and learning for SEND pupils. Large number of disadvantaged pupils are recorded as having SEND.	1,2,3
<i>Group interventions and support against targeted needs and gaps in knowledge.</i>	Targeted intervention based on the needs of pupils. Support the development of reading, writing, maths and phonics to close gaps in knowledge. TA interventions EEF +4 months	2,3

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

Budgeted cost: £13,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>ELSA Worker for pastoral care and family support. ½ day a week</i>	EEF parental support +3 months to support the engagement of families in learning. Social and emotional learning EEF +4 months. Utilising programmes of support to develop SEMH for pupils.	1
<i>Attendance Officer ½ day a week to analyse attendance, contact and support low attenders.</i>	Removal of attendance barriers has a big impact on pupils learning and development. Parental engagement supported within this role.	4
<i>Free breakfast provision, uniform and equipment..</i>	All pupils have a settled start to the school morning. Wide educational support provided during wraparound. Pupils do not start the day hungry.	5
<i>Wider Curriculum Opportunities including music and sport.</i>	Pupils are able to enhance their cultural capital and build on learning within the school environment.	5
<i>Reward card behaviour management shop</i>	Supports the improvement in behaviour and learning. Pupils make good progress in their learning	1, 2, 5

**Total budgeted cost: £ 40,420**

## 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 results will not be used to hold schools to account.*

Teacher assessments conducted in summer term for Y6 shows that 3 out of 4 pupils in reading met age related expectations, 2 out of 4 pupils in writing and Math met age related expectations.

Teacher assessments for summer term for Y6 shows that all pupil premium made expected progress from KS1 baseline in reading, 2 out of 3 made accelerated progress in writing and all made expected progress in Math.

*Due to the pandemic and lockdowns pupil premium pupils experienced higher levels of loss of learning than their non-disadvantaged peers. The effect is equivalent to undoing a third of the progress made in the last decade of closing the gap in primary schools (Dfe completed findings from Autumn term)*

*The disadvantage gap is large in both reading and maths and seems to have widened (NFER interim report)*

This is an accurate reflection of the current position at Haggonfields Primary School with the gap between disadvantaged pupils and non-disadvantaged pupils widening over the pandemic.

### 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
Times Tables Rockstars	<a href="https://trockstars.com/">https://trockstars.com/</a>
Tapestry	<a href="https://tapestryjournal.com/">https://tapestryjournal.com/</a>
White Rose Maths	<a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a>
Literacy Shed	<a href="https://www.literacyshedplus.com/en-gb/">https://www.literacyshedplus.com/en-gb/</a>

