

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 2024 -2025

Detail	Data
School name	Haggonfields Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	36% (+5% SPP)
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 2025
Statement authorised by	Phillip Gawthorpe
Pupil premium lead	Elaine Grierson
Governor / Trustee lead	Joanna Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920 +£1,700 = £44,620
Recovery premium funding allocation this academic year	£1,282
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	£44,620

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 nondisadvantaged 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

- 30% pupil premium pupils is significant higher than the national average of 23.8%
- Our number of pupil premium children has been rising over previous years.
- IDACI Decile 3 indicates we are in the top 30% of most deprived areas.
- 84% of referrals to outside agencies are for pupil premium pupils.

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	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.
2	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.
3	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.
4	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.

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 improve oral language skills and vocabulary for all pupils entitled to Pupil Premium, with a particular focus on those in the EYFS, using quality first ECAT strategies and evidence based speech and language interventions.	80% of pupils entitled to PP achieve expected+ in CL at the end of the EYFS. 80% pupils entitled to PP achieve expected+ in speaking and listening at the end of KS1. <i>Pupils' interactions will demonstrate understanding and the ability to use a wide range of appropriate vocabulary.</i>
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.	80% of pupils entitled to PP achieve expected+ in Literacy at the end of the EYFS. 80% pupils entitled to PP achieve expected+ in Reading at the end of KS1. <i>Pupils demonstrate a love for books and reading through their independent choices and play.</i>
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.	Children can talk about their feelings and can identify trusted adults in school. School-centred assessments show that pupils involved in SEMH interventions and referrals make good progress. Incidents of challenging behaviour in the classroom are rare and children have strategies for managing their feelings when they are anxious.
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.	Pupils entitled to PP have full access to all wider opportunities at school, as demonstrated by school data. Pupils entitled to PP can talk about their experiences with understanding, using appropriate vocabulary.

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: £5,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD For staff in Early Years to engage in quality interactions promoting a rich use of language. So that all pupils especially those who are disadvantaged are in line with expected language skills	Nurturing Early Communication & Language Skills in Child Development https://nationalcollege.com/webinars/child-development-in-the-eyfs Wellcomm https://www.gl-assessment.co.uk/assessments/products/wellcomm/	Challenge Numbers 1, 2, 3 Budget National College
CPD The school will provide staff with practical advice and guidance around delivering evidence-based interventions to help impact pupil attainment. Especially those who are disadvantaged	Pupil Premium Interventions https://www.teachertoolkit.co.uk/2019/06/20/pupil-premium-interventions/ Delivering Interventions https://nationalcollege.com/webinars/one-to-one Success for All training https://sfa.fft.org.uk/portal/portal-page/phonics-training-events/#1653057890849-ff576fd2-5f7e	Challenge Numbers 1, 2, 3 Budget National college Success for All
Staff Lead For staff to audit across school that all pupils especially those who are disadvantaged are accessing experiences that extend their cultural capital	https://educationendowmentfoundation.org.uk/news/learning-about-culture	Challenge Numbers 3, 4 Budget Staff training time
CPD We will engage with the Primary Reading for Pleasure Support Package – Nottinghamshire Library Service A 'booktalk' for staff to improve their knowledge of books	Reading for Pleasure https://www.inspireculture.org.uk/services-schools/els/reading-for-pleasure/	Challenge Numbers 2, 4 Budget Inspire – Reading for Pleasure
CPD We will provide all staff with training to deliver phonics sessions that show full fidelity to the phonics scheme	Inspiring a lifelong love of reading https://fft.org.uk/phonics/	Challenge Numbers 2 Budget Staff training time

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

Budgeted cost: 14,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will use Intervention to deliver well-researched, structured literacy programmes designed to address children's barriers to attainment in communication and language and reading. • Welcomm • Tutoring with the Lightning squad (SFA) • Reading Quest	Wellcomm https://www.gl-assessment.co.uk/assessments/products/welcomm/ The FFT literacy Journey https://fft.org.uk/literacy/ Lightning squad reading catch-up programme https://fft.org.uk/tutoring/ Oral language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	Challenge Numbers 1, 2, 3 Budget lightning squad Budget Staffing
We will use adaptive teaching to address gaps in pupils attainment so that those disadvantaged achieve in line with their peers • Further readers (SFA) • Reading assessment programme	Reading Assessment programme https://fft.org.uk/literacy/reading-assessment-programme/	Challenge Numbers 1, 2, 3 Budget SFA Book Resources
We will expand book and reading opportunities. We ensure high quality text are available for pupils to read across this is in the classroom and library. The school environment has a text rich culture. Pupils are actively encouraged to take books home to share with family.	The reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	Challenge Numbers 1,2 Budget Book resources

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

Budgeted cost: £24,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide a daily breakfast club between 7.30am – 8.30am offering a range of healthy options for breakfast. This will provide consistency, structure, clear boundaries and routines. Two midday supervisors will staff this. The club will be subsidised for all children eligible for PPG.	Breakfast Club https://d2tic4wwo1iusb.cloudfront.net/production/documents/pages/School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf?v=1698671976 Breakfast boosts attainment including reading https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res Consistency, structure and routines: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour	Challenge Numbers 2, 3, 4 Budget Staffing – Resources -
We will provide nutritious food for all pupils. We will provide milk and fruit at break in addition to that funded. This will ensure those in receipt of PPG have a nutrition prior to their lunch.	Breakfast boosts attainment including reading https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res https://www.nutrition.org.uk/news/the-importance-of-breakfast-for-school-children/	Challenge Numbers 2, 3, 4 Budget Food
We will provide ELSA support during three lunch times and one afternoon. Pupils managing their emotions with the use of breathing techniques Meet and greet in a morning to settle pupils into their school day. Emotional support during PE sessions. This will ensure those identified as needing emotional support including disadvantaged pupils are supported to manage their emotions.	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel ELSA support https://www.elsa-support.co.uk/about-elsa-support/ Take 5 https://www.itv.com/news/calendar/2016-02-11/new-technique-helps-primary-school-pupils-find-some-breathing-space	Challenge Numbers 4 Budget Staffing Resources
We will provide a full programme of educational visits, core experiences and termly enrichment clubs during academic year 2024-25. All of these experiences will be subsidised for pupils in receipt of PPG.	Benefits of offsite visits and outdoor learning: https://oeapng.info/downloads/making-the-case/	Challenge Numbers 1, 3, 4 Budget Subsidised trips Enrichment Clubs – (WFC)

The school will engage with the Bassetlaw Primary Behaviour Partnership making referrals as required for pupils displaying concerning behaviours who may become at risk of exclusion. The school will facilitate bespoke work and act on advice given. We will provide staffing to implement the advice given	https://bpbp.co.uk/	Challenge Numbers 3, 4 Budget Staffing
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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 2023 to 2024 academic year.

To improve oral language skills and vocabulary – Through the implementation of the Wellcomm intervention, which is introduced to all pupils in their first year of Nursery and continues where needed into Reception. For disadvantaged pupils entering Nursery, 50% were at the expected level of development, while by the end of Reception, 75% achieved the Early Learning Goal for Communication and Language.

To ensure all pupils entitled to PP learn to read – The phonics scheme ‘success for all’ and associated shared reading programme have ensured that outcomes of reading are broadly in line with the National Average. The Early Learning Reading Data shows 50% disadvantaged pupils achieved the ELG for reading. At the end of KS1 disadvantaged pupils’ scaled score overall was +4.5 compared to national average. At the end of KS2 disadvantaged pupils’ scaled score overall was +1.6 compared to national average.

To ensure all pupils entitled to PP have good mental health and well-being – Pupils engaged in mentoring session delivered by outside provider. Recording of wellbeing managing emotions over the year showed a reduced amount of incidents by pupils who were supported by these sessions. 30% of pupil premium pupils accessed sessions. 5 pupils in receipt of PPG were supported to access learning in small nurturing groups and settling into school at the beginning of the day.

To ensure all pupils entitled to PP have full access to a wide range of further opportunities at school. Pupil premium pupils were able to access a full range of opportunities. Attendance of breakfast and after school clubs identified a large number of pupils in receipt of the PPG attended, those who did not access any of these clubs were provided with music tuition within the school day. 38% of those attending breakfast club were in receipt of PPG, 32% of those attending after school clubs were in receipt of PPG. Pupils in receipt of PPG in year 5 and 6 had fully funded residential visit, this was 44% of those who attended. Pupils in other school years had funded educational visits.

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?	Pupils accessed wellbeing sessions. Engaging in opportunities to talk and discuss their emotions. Small group teaching opportunities gave nurturing learning opportunities.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils either achieved academically in line with age related expectations or made rapid progress and expected to reduce the gap in future years.

Further information (optional)