

## Pupil premium strategy statement (Year 3 of 3)

This statement details our school's use of pupil premium and recovery premium for the period 2021-2024.

It outlines our spending for the 3 year pupil premium strategy, 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	186
Proportion (%) of pupil premium eligible pupils	26.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024 Year 3 of 3.
Date this statement was published	18.09.23
Date on which it will be reviewed	06.07.24
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	£72,750
Recovery premium funding allocation this academic year	£11,266
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> 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.	<b>£91,745</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The intention is that all pupils regardless of background or the challenges they face make good progress and achieve high attainment across all subject areas.

The federation schools strategy focus is to support disadvantaged pupils including those who are already high attainers. The aim is to ensure that no child is left behind. We want disadvantaged pupils to 'catch-up and keep up' so that progress and high attainment is sustained.

The pandemic emphasised existing inequality for disadvantaged and non-disadvantaged peers. We consider the needs of all including those who are vulnerable whether disadvantaged or not.

The termly pupil progress meetings, analysis of interventions and parent meetings inform the 3 tiered approach of:

1. **High quality teaching.** All children need great teachers, especially those who are disadvantaged. Children's learning and progress accelerates with excellent models, feedback, practice, scaffolding.
2. **Targeted academic support.** Some children need a short period of extra group teaching or a mentoring boost. Others need a longer term small group or 1:1 National Tuition Programms .
3. **Wider strategies.** This includes support for high attendance and pastoral well-being for all. Social and emotional wellbeing with, access to digital devices and cultural enrichment is a priority.

We recognise that some children need a combination of strategies and others need bespoke solutions to make progress. Our approach is diagnostic and holistic taking account of pupil gaps in learning and family needs. Reasons for unemployment are complex for families, we aim to provide interventions and resources for pupils and strategies which encourage and facilitate home support.

### ***Key principles of the strategy plan.***

1. **We have high aspirations and ambitions for all pupils** disadvantaged pupils are challenged in the work they are set.
2. **Staff act early to intervene** at the point need is identified.
3. **We have a federation approach where all staff take responsibility for disadvantaged pupils, their outcomes with high expectations.**
4. **The federation teams target needs based on local wisdom and EEF research as well as tried and tested school practice.** The monitoring and evaluation of targeted academic support is rigorous. Leaders and teachers question which groups of children are not making sustained academic progress and take agreed action.
5. **We recognise the vital role that parents and carers play in the lives of their children.** We make sure parents know their child has additional support so that they too know how they can make a positive contribution to their children's achievement.
6. **We actively encourage the take up of FSM** in a sensitive and supportive manner so families know the additional benefits of eligibility.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Vocabulary and Oral Language Gaps (EYFS starting points)</b>  Assessment of children’s oral language skills indicates vocabulary gaps and misconceptions linked to limited vocabulary. If not addressed it impacts more so on the progress of disadvantaged children than peers as they progress from EYFS – KS2.  This includes those with delayed speech and language and communication needs.  Impacts on Writing Outcomes</p>
2	<p><b>Reading</b>  Monitoring and data analysis indicates that attainment gaps can escalate between disadvantaged and non-disadvantaged peers if the phonics Early Reading Programme and KS2 support for reading is not maintained by all.  Higher attaining readers make more progress, encouraging disadvantaged and those who are less motivated to read is a priority. Lack of independent reading engagement for older readers reading increases the vocabulary and knowledge gaps.</p>
3	<p><b>Maths</b>  Monitoring and internal data analysis indicates that the attainment gap between disadvantaged and non-disadvantaged pupils has widened post pandemic particularly for problem solving and reasoning elements. Mental arithmetic is less of an issue but progress needs to be maintained.</p>
4	<p><b>Mental Health and Physical Well-being linked to safeguarding concerns</b>  Monitoring activities indicate that the mental and physical health and well-being of children including those who are disadvantaged has been impacted by the pandemic. These findings are supported by national and local studies.  Teacher referrals for support increased during the pandemic and have continued. 25% of pupils are listed as vulnerable. They require additional support with social and emotional needs. Including 1:1 and group sessions.  Indicators include lack of self-regulation strategies, low self-esteem and anxiety relating to physical activities, anxiety about external family factors beyond school.</p>
5	<p><b>Cultural Enrichment Opportunities</b>  Disadvantaged children need life experiences beyond their home and immediate community which impacts on contextual learning of foundation subjects. It links to oracy, vocabulary development, knowledge and understanding of the world.</p>
6	<p><b>Attendance – PP and SEND</b>  Lower attendance of pupil premium children, including persistent absentees. Includes impact of extended leave.</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
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<p><b>Vocabulary and Oral Language Gaps (EYFS starting points)</b> Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>Triangulation of formative assessment: observations, data and other sources including book look and engagement indicates significant improvement in use of oral language. Disadvantaged children make at least good progress from their starting points in communication and language. Attainment at the end of KS1 is comparable to other peers.</p>
<p><b>Reading</b> Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading Outcomes for disadvantaged pupils in 2024/25 are at least in line with national data.</p>
<p><b>Maths</b> – gaps, fluency, problem solving and reasoning Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 maths outcomes for disadvantaged pupils in 2024/25 are at least in line with national data.</p>
<p><b>Mental Health and Physical Well-being</b> Improved wellbeing for all pupils particularly disadvantaged pupils. eg</p> <ul style="list-style-type: none"> <li>• Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are met and causes removed or alleviated.</li> <li>• Food security support from Breakfast Club and Food for Free on Fridays managed by the SHH Federation Learning Mentor and Home School Liaison Officer.</li> </ul>	<p>Sustained high levels of well-being from 2024/25 Increased and sustained high levels of well-being evidenced by;</p> <ul style="list-style-type: none"> <li>• Pupil voice and surveys including parent feedback, staff observations</li> <li>• Improved behaviour outcomes, fewer reported incidents – children more able to resolve minor issues.</li> <li>• Improved levels of concentration for sustained learning activities</li> <li>• Increased engagement in extra-curricular activities.</li> </ul>
<p><b>Cultural Enrichment</b> Disadvantaged children and their peers experience shared curriculum enrichment experiences which supports a range of first hand collaborative learning opportunities.</p>	<p>Feedback indicates that pupils enjoy learning are curious and able to make connections within and across subjects which supports increased rates of progress and attainment.</p> <ul style="list-style-type: none"> <li>• Each year group has planned enrichment days and whole school 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.</li> <li>• Children able to talk confidently about a breadth of enrichment experiences linked to the SHH Federation Curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>The enriched and memorable experiences are reflected in their learning outcomes including writing.</li> </ul>
<p><b>Attendance – PP and SEND</b></p> <p>Support and interventions led by HoS, Attendance Officer &amp; LA AWA, brings about an increase in all pupils' attendance with significant improvement for PP &amp; SEN pupils'.</p> <p>eg</p> <ul style="list-style-type: none"> <li>Decrease in persistent absence/ extended leave.</li> <li>Asthma and health care plans updated so that attendance related concerns are understood.</li> </ul>	<p>Sustained high attendance from 2024/25</p> <ul style="list-style-type: none"> <li>Attendance for all pupils in above national aiming for 97%</li> <li>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</li> </ul> <p>The attendance gap between disadvantaged pupils and peers is no more than 0.5% -1%</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: £ 36,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed best practice in the teaching of English including early reading and oracy through our SHH Federation Improvement Plan.</p> <p>Oracy is the Curriculum Driver across all subjects.</p> <p>KS2 Whole Class Reading / fluency</p> <ul style="list-style-type: none"> <li>HLTA Learning Support Staff to maintain institutional knowledge through modelling and mentoring small group and 1:1.</li> </ul> <p>CPD</p> <ul style="list-style-type: none"> <li>NPQ Leading Literacy x 2 – includes reading research and to develop federation subject</li> </ul>	<p>Language and literacy are the foundation of academic success, they provide future opportunities and choices for further study, careers and personal well-being.</p> <p>EEF research emphasis on language development and skills in the Early Years. The majority of our pupils have English as an additional language. They have low starting points for oracy and literacy which takes time to catch up on non disadvantaged peers.</p> <p><a href="#">Early Literacy Approaches EEF</a></p> <p><a href="#">Preparing for Literacy EEF</a></p>	1, 2

<p>knowledge and expertise in leading literacy.</p> <ul style="list-style-type: none"> <li>Retain experienced staff for subject expertise and institutional knowledge.</li> </ul>	<p><a href="#">Improving Literacy in KS1 EEF</a></p> <p><a href="#">Improving Literacy in KS2 EEF</a></p>	
<p>Oracy Embed approaches across the curriculum that promote high quality classroom discussion so that pupils are more able to articulate ideas and consolidate understanding with wider vocabulary.</p>	<p>Strong evidence that suggests oral language interventions and activities like structured class conversations based on high quality learning experiences. Inexpensive and high impact on reading.</p> <p><a href="#">Oral language interventions Tool Kit Strand Education Endowment Foundation EEF</a></p> <p>£ evidence 4/5 Impact +6m</p>	1,2,3
<p>Further embed a <a href="#">DFE validated Systematic Synthetic Phonics Programme</a> to secure effective phonics teaching for all pupils.</p> <p>EYFS/KS1- THEP Systematic Synthetic Phonics and Reading embedded –reflects EEF Early Literacy Approaches and Improving Literacy in KS1.</p>	<p><a href="#">Phonics Tool Kit Strand Education Endowment Foundation EEF</a></p> <p>£ evidence 5/5 Impact +5m</p>	1,2
<p>Embed Professional Development (CPD) for teachers and TAs across SHHF EYFS, KS1 and KS2 SHH Federation Improvement Plan. 2022-23</p> <p>Apply DfE and EEF guidance. Resources:</p> <ul style="list-style-type: none"> <li>Power Maths, White Rose</li> <li>Maths Hub Programmes – Early Mastery of numeracy Reception &amp; KS1: counting, subitising and rapid recall of number bonds</li> </ul> <p>CPD</p> <ul style="list-style-type: none"> <li>Maths Lead – working with Maths Hub</li> <li>Further develop teacher subject knowledge to impact on pupils</li> </ul>	<p>DFE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics using evidence-based approaches.</p> <p><a href="#">Maths guidance Ks1 &amp; Ks2 pdf</a></p> <p>EEF guidance based on best of available research and evidence.</p> <p><a href="#">Improving Maths in the Early Years and KS1</a></p> <p><a href="#">Improving Maths in KS2 and 3</a></p> <p><a href="#">Mastery Learning EEF</a></p>	1,3

<p>understanding of mathematical language for reasoning problem solving and reasoning</p> <ul style="list-style-type: none"> <li>Retain experienced staff for subject expertise and institutional knowledge.</li> </ul>		
<p>Continue to embed best practice in metacognition and self-regulation through the SHH Federation Improvement Plan.</p> <p>Introduction of Rosenshine – Effective Instruction</p> <p>CPD 6 x NPQ SL LL LT - understanding impact of EEF research and application.</p>	<p><a href="#">Metacognition and Self-Regulation EEF</a></p> <p>£ evidence 4/5 +7m</p>	1,2,3

### 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>High quality Speech and Language Interventions supported by a qualified speech and language therapist.</p> <p>SALT and SENCo led programmes delivered by Learning Support Staff.</p>	<p>Evidence from EEF toolkit on oral language interventions indicates +5mths additional progress over a year.</p> <p>This benefits our youngest children from disadvantaged backgrounds. Training Teaching Assistants has high impact, it ensures they are effectively supporting oral language, interventions and reading outcomes.</p> <p><a href="#">Oral language Interventions Toolkit Strand EEF</a></p> <p>£ evidence 4/5 +6m</p>	1
<p>Additional Phonics Sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Additional Targeted Phonics Interventions have been shown to be more effective when delivered as regular sessions over 12 weeks.</p> <p><a href="#">Phonics Toolkit Strand EEF</a></p> <p>£ evidence 5/5 +5m</p>	2

<p>Targeted Intervention NCETM Maths Mastering Early Numeracy White Rose, PiXL Catch-up and Booster Sessions Led by school staff.</p>	<p><a href="#">Mastery Learning Toolkit Strand EEF</a> £ evidence 2/5 +5m</p>	<p>3</p>
<p>National Tuition Programme Third Space Maths 1:1 10 weeks for 20 x Y5 &amp; Y6 pupils including HLT/TA focus time.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be effective in supporting low attaining pupils or those falling behind. 1:1 and small groups have impact.</p> <p><a href="#">One to one tuition EEF</a> £££ evidence 3/5 +5m</p> <p><a href="#">Small group tuition Toolkit Strand EEF</a> ££ evidence 3/5 +4m</p> <p><a href="#">Mentoring</a> £££ evidence 3/5 +2m</p> <p>Tried and tested since 2017. Pupils and parents like the resource and respond positively.</p>	<p>3</p>
<p>School Led Tutoring</p> <ul style="list-style-type: none"> <li>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.</li> <li>TAs / Teachers completed NTP training in 2021-22.</li> </ul> <p>Y5 &amp; Y6 focus</p>	<p><a href="#">Small group tuition Toolkit Strand EEF</a> ££ evidence 3/5 +4m</p> <p>Previous experience of school led booster groups having impact on addressing children's' subject knowledge gaps, confidence and problem solving strategies.</p>	<p>2, 3</p>
<p><i>Early Bird 8:30 – 9:00am</i></p> <ul style="list-style-type: none"> <li><i>Reception phonics pre teach in prep for the lesson,</i></li> <li><i>ELS revised for SSP Y1 - TA</i></li> <li><i>Project X Y2 &amp; Y3 - TA</i></li> </ul>	<p><a href="#">Small group tuition Toolkit Strand EEF</a> ££ evidence 3/5 +4m</p> <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>	<p>2</p>



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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor pastoral, behaviour and attitudes to learning</p> <ul style="list-style-type: none"> <li>• 1:1 &amp; small group</li> <li>• Enrichment – extracurricular focus target access for disadvantaged children.</li> <li>• Mental health and wellbeing support.</li> </ul>	<p><a href="#">Improving social and emotional well being</a> – avoid ‘missed opportunity’ to improve outcomes</p> <p>EEF Metacognition and Self Regulation (+7months))</p> <p>Focus on in class support models, where possible avoid withdrawal – be the person to be interested and advocate for the child.</p> <p>Positive coms and feedback to pupils and family.</p> <p>Access to clubs and booster</p>	4,5,6
<p>Home School Liaison Officer Attendance and Welfare Advisor – SLA</p> <p>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.</p>	<p><a href="#">Parental Engagement EEF</a> £ evidence 4/5 +4m</p> <p><a href="#">DfE Improving School Attendance Advice</a> Withdrawn Now</p> <p><a href="#">Working Together to Improve Attendance</a></p> <p>DFE guidance informed by engagement with schools which have reduced levels of absence and persistent absence.</p> <p>Attendance impacts on attainment by about +4m over a year. Potentially higher impact for pupils with low prior attainment.</p>	
<p>Curriculum Enrichment Off Site Learning</p> <p>Residential for Years 4 &amp; 6. Educational visits to places of cultural, historical, scientific, geographical significance particularly related to class topics.</p>	<p>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 though talk and critical thinking to positive effect. Link to Knowledge organisers and vocabulary.</p> <p>EEF evidence is weak in terms of outdoor adventure impact. However ....</p> <p>Through participation in challenging physical and emotional activities, outdoor adventure learning interventions</p>	4 & 5

	<p>can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p> <p>School based evidence on pupil feedback for enjoyment, motivation, ability to connect learning to class based work high. Depends on quality of Teacher preparation and follow-up.</p>	
<p>Home School Liaison for Online Learning</p> <p>Access to online home learning using school devices.</p> <p>Home school support for effective use of devices at home.</p>	<p>TAs and Teachers delivering parent workshops on how best to use chrome books at home.</p>	3,2,1
<p>Federation Breakfast Club + Walking Bus</p> <p>2 staff x 7.5 hrs per week.</p>	<p>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.</p> <p>Breakfast Club provides a positive start to the day with healthy food options and activities + Pastoral support.</p> <p><a href="#">Magic Breakfast</a></p> <p><a href="#">EEF Breakfast Club</a></p>	4, 6

**Total budgeted cost: £96,110**

## Part B: Review of outcomes in the previous academic year 2022-2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

End of KS2 2023

			Actual results			Pupil progress		
	Pupils		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	% Higher standard (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)
<b>Pupil Premium</b>	FSM (in last 6 years)	16	105.2	50%	0%	+3.0	+11%	-2%
	Not FSM (in last 6 years)	13	104.5	69%	0%	+1.4	+11%	-4%

Children's mental health and well-being has many factors it is in part affected by family well-being. Self-regulation has slipped as home and school routines have been affected by Covid-19 related issues.

Pupil Premium funding provides support with targeted interventions where needed. As 2022 -23 progressed long term impact of Covid lockdowns and pressures began to unfold for families as the number of low level concerns for child protection disclosures and referrals increased. Family bereavements, lack of counselling for children and families experiencing financial difficulties and temporary housing exacerbate the pressures and needs. The pastoral element of provision remains high. Families are approaching us for access to Early Help which is a positive. Resources are DSL staff time and those with pastoral duties.

Behaviour data shows a reduction in the number of serious incidents. Children found it difficult to peer mediate, share and resolve issues. A review of reflection strategies and revisiting restorative conflict resolution strategies has a federation focus.

FSM Attendance is in line with national for disadvantaged and non-disadvantaged.

Mental Health and Well-being is in part affected by family mental health issues. Self-regulation has slipped as home and school routines have been affected by Covid-19 related issues. Pupil Premium funding provides support for all pupils with targeted interventions where needed. As 2022 progressed long term impact of Covid lockdowns and pressures began to unfold for families as the number of low level concerns for child protection disclosures and referrals increased. Family bereavements, lack of counselling for children and families experiencing financial difficulties and temporary housing exacerbate the pressures and needs. The pastoral element of

provision remains high. Families are approaching us for access to Early Help which is a positive. Resources are DSL staff time and those with pastoral duties.

Behaviour data shows a reduction in the number of serious incidents. Children found it difficult to peer mediate, share and resolve issues. A review of reflection strategies and revisiting restorative conflict resolution strategies has a federation focus.

Disadvantaged pupils' attendance was higher than non-disadvantaged peers.

Persistent absence is high due to families being previously restricted to travel to see family overseas.

Attendance Headlines						YEAR TO DATE	9/5/2022 - 7/21/2023
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees		
93.0%	93.7%	92.4% ●	93.9% ●	92.7% ●	26.3% ●		
Weekly Attendance						■ School	■ FFT National

## 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 Primary Club supports school based tutoring and class based/group/1:1 interventions.	PIXL
THEP Systematic Synthetic Phonics	Tower Hamlets Education Partnership
Mastering Early Number	Maths Hub
Change the Story	National Literacy Trust

## 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)

### Additional Activity

Our Pupil Premium Strategy is supplemented by additional activities which are not funded by pupil premium or recovery premium.

It includes high quality enrichment provided by external sponsorship such as Country Trust Food Discovery Programme which impacts in Early Years and Year 3.

Continuing to offer support for families experiencing food poverty.

Ensuring every child has access to a device for home learning and an internet connection.

### Planning and implementation

We use the EEF implementation guidance to develop strategies in the 'explore' stage so that diagnosis and analysis of best fit activities are likely to have high impact.

Conversations with parents, pupils and teachers inform the holistic approach.