

## HAGUE PUPIL PREMIUM STRATEGY 2020-2021

Pupil Premium Profile			
Number of eligible pupils:	67	Number on Roll	193
Amount per pupil	£1320	% eligible for PPF	34.7
Total	£90,115 + Covid Catch-up Autumn 2020 £6,900 + Spring £3840 – <b>Total £100,855</b> <b>Total spend £101,080</b>		

### Summary

- The needs of our disadvantaged pupils are a focus for teaching and planning by all year groups.
- The strategies to accelerate progress and curriculum enrichment are based on research and findings from EEF and school understanding of pupil needs.
- We aim to diminish the differences between disadvantaged and non-disadvantaged pupils by looking for opportunities that will enrich and support disadvantaged learners. We recognise that there is a fine line between many of our disadvantaged and non-disadvantaged children. Some of the strategies we use are targeted at whole class/school because they are strategies, which benefit all children.
- The pupil premium funding and school budget is invested in the provision of highly experienced teachers and teaching assistants across the school. Senior Leaders and phase leaders have been strategically placed across each year group to lead on teaching and learning and ensure that all children irrespective of background can be highly successful in their learning.

**1. Effective interventions: Tuition & small groups and conferencing to improve achievement in English and mathematics**

- Implementation of a range of evidence based interventions targeted at children's specific needs
- Targeted one to one and small group speech and language therapy including National Tuition Programme - NPT
- Further development of reading comprehension approaches to improve reading fluency and understanding of the text.
- Additional professional development on teaching of phonics and early reading to raise rates of progress and improve reading and phonic check outcomes in Year 1/ Year 2.
- Targeted teaching groups with HLTA in upper KS2 to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs

Project/Item	Cost (hrs)	Objective	Staff Leaders
<b>Partners in Excellence PiXL</b> Plus Cover for Training/professional development and half termly review meetings with class teachers	£2,900  £1600	To improve on the school's existing Pupil Pupil Progress Strategies. Improve action planning for T&L from collective analysis and evaluation of interventions by Core Y6 Team and LT. Sharpen the focus on gaps in pupil's learning and flexible targeted teaching groups across the school. COVID strategies for catch-up in English & Maths – intervention therapies for TAs and Class teachers to adapt for each year group	Sam Fish LOL English / Sue Walsh HoS
<b>Teaching Intervention Groups</b> teaching assistants to deliver 'Catch Up' sessions maths & English interventions, primarily in Years 1, 2 & 6	HLTA x 2 £40,000	First quality teaching and supported interventions target gaps in learning across English and Maths. Combined with introduction of PiXL training for Year 6 Core Group and resources	Inclusion Lead Alice Macfarlane + Head of School Sue Walsh
<b>Third Space 1:1 Catch-up Maths Y5/Y6 pupils</b>	£3,000	Online leaning with maths tutor NTP	Usha Haque HLTA Sue Walsh
<b>Accelerated Reader + Quiz Sessions + MiOn</b>	£6,000 inc online access to books	<b>Lunch/Class time with TA to Quiz</b> Improve reading stamina; establish home school routines for independent reading for pupils in KS2. Target pupils from KS2 achieve or are close to Age Related Expectations  Improved reading engagement across KS2. Increase in numbers quizzing regularly secured higher scores than others. Pupil feedback reported enjoyment of reading	Sam Fish + Bubble Class Teacher/ TA
<b>Investment in Systematic synthetics Phonics + Training</b>		<b>Address gaps in reading scheme – investment in Pearson Bug Club reading scheme to ensure children have access to reading books which are fully decodable based on phase and set being taught.</b>	

<b>Speech and Language Therapist. 1 day per week of SALT + TA Hours – sessions delivered on line</b>	£15,000	SALT working with teaching assistants to deliver 1:1 interventions including daily/ regular sessions. Pupils across Y1-Y6 to improve understanding of speaking in extended phrases, sentences which make complete sense. Interventions to impact on reading and writing progress.  TAs to support application of learning to class lessons for literacy.	Inclusion Manager
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<b>2. Minimising barriers to learning and achievement</b>			
<ul style="list-style-type: none"> <li>Addressing digital poverty &amp; active engagement of parents in supporting their children's learning online.</li> <li>Interventions which target social and emotional learning</li> <li>Interventions to improve attainment by reducing challenging behaviour through specialised programmes and Learning Mentor support.</li> </ul>			
<b>Project/Item</b>	<b>Cost (hrs)</b>	<b>Objective</b>	<b>Staff Lead</b>
Investment in Chrome books for Remote Online Learning Promoting family access for those without internet access at home.	£12,000	Providing chrome books and tablets/ dongles to keep children engaged in learning including use of Google classrooms and online learning resources. Training for teachers and TAs developing pedagogy for online learning	Alison Goodliffe Computing and ICT.
Learning Mentor –	£29,000	Range of projects for target groups of children support for developing self regulating behaviour & positive attitudes to learning Identifying curriculum enrichment opportunities making sure target pupils access clubs, opportunities to volunteer take responsibility, be actively involved in school life. <ul style="list-style-type: none"> <li>Healthy Lives Champions</li> <li>Young Sports Leaders</li> <li>Pupil Parliament</li> <li>Rights Respecting Ambassadors</li> </ul> Breakfast Club Lead Adult.	John Waters
Breakfast Club Combination of 2 x support staff on a weekly rota led by Learning Mentor	£6,500	Improve attendance and ensure children get a nourishing healthy breakfast to start the day. Feed the body Fuel the Brain.	John Waters
Attendance & Welfare Support	£6,400	Raising attainment and progress through improved rates of attendance. School Target 97%	Attendance officer

### 3. Teaching Assistants impact on raising standards

- Professional Development for TAs to ensure understanding of the curriculum and interventions as it impacts on raising achievement
- Training to deliver one to one and small group support to increase attainment.

Project/Item	Cost (hrs)	Objective	Staff Lead
<b>Out of Hours Booster Classes</b> <ul style="list-style-type: none"> <li>• ELS Y1 reading &amp; phonics booster</li> </ul>	TA hours Hague Teachers Booster Classes	Target groups of children to address specific gaps in phonics and reading skills.	Inclusion Lead + Y1 TA

### 4. Meeting individual's particular needs

- Cultural Enrichment linked to offsite learning, workshops and
- Provision of artistic, sporting and creative extra-curricular activities, i.e dance, music, collaborative E1 School's Scholars Programme

Project/Item	Cost (hrs)	Objective	Staff Lead
Subsidising Residential & Educational visits to places of cultural, historical, scientific, geographical significance particularly related to class topics.	£ 7,000	<p>Improved cross curricular writing outcomes as a result of; Curriculum enrichment for all pupils attending range of off site visits which enhance the first hand learning experience for pupils to talk about.</p> <p>Enrichment for children impacts on their oral language, writing and wider understanding of the world. It motivates pupils and provides awe and wonder.</p> <p>Includes residential Year 6: Suffolk Disadvantaged pupils pay a heavily subsidised rate. Supported by Country Trust.</p>	Sue Walsh - EVC
Enrichment activities in school and out of hours	Learning Mentor hours	Provision of clubs and activities ensuring access for all pupils including disadvantaged and vulnerable pupils	Learning Mentor
KS1 Pupil Conferencing PM Benchmarking for Reading 12 x Cover days for personalised assessment of target groups/feedback	£2,280	High quality assessment and feedback impacts on pupils' understanding of what and how to improve. Includes time for 1:1 teaching of key concepts. Feedback from pupils is that they prefer 1:1 and small group sessions.	