

Pupil premium strategy statement (Year 2 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	201
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	07.07.22
Date on which it will be reviewed	06.07.23
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	£81,715
Recovery premium funding allocation this academic year	£10,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 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.	£91,745

Part A: Pupil premium strategy plan

Statement of intent

Key objectives for disadvantaged pupils

- The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The pandemic emphasised pre-existing inequality for vulnerable pupils, with gaps widening particularly in literacy and written work. The aim is to ensure that no child is left behind. We want disadvantaged pupils to catch up, keep up and achieve national outcomes for all.
- Stewart Headlam and Hague Schools' Federation intent is to work in close partnership to erase the gap between disadvantaged pupils and their non-disadvantaged peers.
- We recognise that some children need a combination of strategies and that some children need bespoke solutions to close the achievement gap. Our approach is diagnostic and holistic taking account of pupil and family needs. Family unemployment is complex we aim to provide interventions and resources for pupils and strategies which encourage and facilitate home support.

How the pupil premium strategy plan works towards achieving these objectives?

To secure good and outstanding progress we target and plan the learning support and resources based on evidence for all of our children's gaps in learning and needs using the EEF 3 Tier Strategy. The termly pupil progress meetings, parent meetings and analysis of interventions support this process which then targets groups and individual needs with agreed tiered allocation of resources.

1. **High quality teaching.** All children need great teachers, effective learning support and feedback on how to improve and progress. We talk about learning from good teaching models and marvellous mistakes, making good better and better best.
2. **Targeted academic support.** Some children need a little bit of extra group teaching or a mentoring boost with targets and effective personal learning strategies. Others need a bigger targeted or longer term boost with specific teacher tutoring time in a small group or 1:1 support.
3. **Wider strategies.** This includes pastoral well-being, social and emotional support, attendance and welfare, access to digital devices and cultural enrichment.

Key principles of the strategy plan.

1. **We have high aspirations and ambitions for all pupils** regardless of challenges and barriers to learning.
2. **All members of staff and the governing body are committed to the provision of pastoral, social and academic needs within a caring and nurturing environment.** It is an integral part of our responsibility as a UNCRRC Rights Respecting School.
3. **We identify barriers that need to be addressed, deploy resources and interventions which are based on local wisdom and EEF tried and tested practice.** The monitoring and evaluation of targeted academic support is rigorous. Staff and governors question which groups of children are not making sustained academic progress and take agreed action.
4. **We recognise the vital role that parents and carers play in the lives of their children.** Working with parents of disadvantaged children is essential to our pupils' progress. We

support parents so that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference.

5. **We actively encourage the take up of FSM** by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary and Oral Language Gaps (EYFS starting points) Subject knowledge gaps and misconceptions linked to limited vocabulary and underdeveloped language impact on standards and progress as children progress through school.
2	Reading Monitoring and data analysis indicates that attainment gap between disadvantaged and non-disadvantaged pupils has widened in reading post pandemic. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary due to lower reading engagement i.e reading independently for pleasure and information.
3	Maths Monitoring and internal data analysis indicates that the attainment gap between disadvantaged and non-disadvantaged pupils has widened post pandemic.
4	Mental Health and Physical Well-being linked to safeguarding concerns 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 factors beyond school.
5	Cultural Enrichment Opportunities 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.
6	Attendance – PP and SEND Lower attendance of pupil premium children, including persistent absentees. Includes impact of extended leave.

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>Vocabulary and Oral Language Gaps (EYFS starting points) 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.</p> <p>Disadvantaged children make at least good progress from their starting points in communication and language.</p> <p>Attainment at the end of KS1 is comparable to other peers.</p>
<p>Reading 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>Maths – 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>Mental Health and Physical Well-being Improved wellbeing for all pupils particularly disadvantaged pupils. eg</p> <ul style="list-style-type: none"> • 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. • Food security support from Breakfast Club and Food for Free on Fridays managed by the SHH Federation Learning Mentor and Home School Liaison Officer. 	<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"> • Pupil voice and surveys including parent feedback, staff observations • Improved behaviour outcomes, fewer reported incidents – children more able to resolve minor issues. • Improved levels of concentration for sustained learning activities • Increased engagement in extra-curricular activities.
<p>Cultural Enrichment 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"> • 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.

	<ul style="list-style-type: none"> Children able to talk confidently about a breadth of enrichment experiences linked to the SHH Federation Curriculum. The enriched and memorable experiences are reflected in their learning outcomes including writing.
<p>Attendance – PP and SEND</p> <p>Support and interventions led by HoS, Attendance Officer & LA AWA, brings about an increase in all pupils' attendance with significant improvement for PP & SEN pupils'.</p> <p>eg</p> <ul style="list-style-type: none"> Decrease in persistent absence/ extended leave. Asthma and health care plans updated so that attendance related concerns are understood. 	<p>Sustained high attendance from 2024/25</p> <ul style="list-style-type: none"> Attendance for all pupils in above national aiming for 97% Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). <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: £ 41,080

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"> HLTA Learning Support Staff to maintain institutional knowledge through modelling and 	<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>Early Literacy Approaches EEF</p> <p>Preparing for Literacy EEF</p> <p>Improving Literacy in KS1 EEF</p>	1, 2

<p>mentoring small group and 1:1.</p> <p>CPD</p> <ul style="list-style-type: none"> • NPQ Leading Literacy x 2 – includes reading research and to develop federation subject knowledge and expertise in leading literacy. • Retain experienced staff for subject expertise and institutional knowledge. 	<p>Improving Literacy in KS2 EEF</p>	
<p>Oracy</p> <p>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.</p> <p>Inexpensive and high impact on reading.</p> <p>Oral language interventions Tool Kit Strand Education Endowment Foundation EEF</p> <p>£ evidence 4/5 Impact +6m</p>	<p>1,2,3</p>
<p>Further embed a DFE validated Systematic Synthetic Phonics Programme 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>Phonics Tool Kit Strand Education Endowment Foundation EEF</p> <p>£ evidence 5/5 Impact +5m</p>	<p>1,2</p>
<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.</p> <p>Resources:</p>	<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>Maths guidance Ks1 & Ks2 pdf</p> <p>EEF guidance based on best of available research and evidence.</p> <p>Improving Maths in the Early Years and KS1</p>	<p>1,3</p>

<ul style="list-style-type: none"> • Power Maths, White Rose • Maths Hub Programmes – Early Mastery of numeracy Reception & KS1: counting, subitising and rapid recall of number bonds <p>CPD</p> <ul style="list-style-type: none"> • Maths Lead – working with Maths Hub • Further develop teacher subject knowledge to impact on pupils understanding of mathematical language for reasoning problem solving and reasoning • Retain experienced staff for subject expertise and institutional knowledge. 	<p>Improving Maths in KS2 and 3</p> <p>Mastery Learning EEF</p>	
<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>Metacognition and Self-Regulation EEF</p> <p>£ evidence 4/5 +7m</p>	<p>1,2,3</p>

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</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</p>	<p>1</p>

<p>speech and language therapist.</p> <p>SALT and SENCo led programmes delivered by Learning Support Staff.</p>	<p>Assistants has high impact, it ensures they are effectively supporting oral language, interventions and reading outcomes.</p> <p>Oral language Interventions Toolkit Strand EEF</p> <p>£ evidence 4/5 +6m</p>	
<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>Phonics Toolkit Strand EEF</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>Mastery Learning Toolkit Strand EEF</p> <p>£ evidence 2/5 +5m</p>	3
<p>National Tuition Programme Third Space Maths 1:1 10 weeks for 20 x Y5 & Y6 pupils including HLTA/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>One to one tuition EEF £££ evidence 3/5 +5m</p> <p>Small group tuition Toolkit Strand EEF ££ evidence 3/5 +4m</p> <p>Mentoring £££ evidence 3/5 +2m</p> <p>Tried and tested since 2017. Pupils and parents like the resource and respond positively.</p>	3
<p>National Tuition Programme EEF Lightning Squad for 15 x Y2-Y5 pupils Project tutor shared with SH (from Mid January) 15 weeks programme.</p>	<p>New – trialling this across the 2 schools, shared investment. Uses the reading recovery approach. Some of the strategies slightly at odds with the TH Phonics as it's a bit American sounding but for children who need the extra support it evidences support.</p> <p>D</p>	2
<p>School Led Tutoring</p> <ul style="list-style-type: none"> Designed to close the gap between disadvantaged pupils and peers through tutoring using PiXL Therapies delivered by teachers/TAs who know 	<p>Small group tuition Toolkit Strand EEF</p> <p>££ 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>	2, 3

<p>the pupils and PiXL Resources.</p> <ul style="list-style-type: none"> TAs / Teachers completed NTP training in 2021-22. <p>Y5 & Y6 focus</p>		
<p><i>Early Bird 8:30 – 9:00am</i></p> <ul style="list-style-type: none"> <i>Reception phonics pre teach in prep for the lesson,</i> <i>ELS revised for SSP Y1 - TA</i> <i>Project X Y2 & Y3 - TA</i> 	<p>Small group tuition Toolkit Strand EEF</p> <p>££ 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>	2

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"> 1:1 & small group Enrichment – extracurricular focus target access for disadvantaged children. Mental health and wellbeing support. 	<p>Improving social and emotional well being – 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>Parental Engagement EEF</p> <p>£ evidence 4/5 +4m</p> <p>DfE Improving School Attendance Advice Withdrawn Now</p> <p>Working Together to Improve Attendance</p> <p>DFE guidance informed by engagement with schools which have reduced levels of absence and persistent absence.</p>	

	Attendance impacts on attainment by about +4m over a year. Potentially higher impact for pupils with low prior attainment.	
<p>Curriculum Enrichment Off Site Learning</p> <p>Residential for Years 4 & 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 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>	4 & 5
<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>	TAs and Teachers delivering parent workshops on how best to use chrome books at home.	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>Magic Breakfast</p> <p>EEF Breakfast Club</p>	4, 6

Total budgeted cost: £96,110

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 2021 to 2022 academic year.

Internal assessments during 2021-22 indicated that in reading, writing and maths the performance of disadvantaged pupils was lower than pre pandemic levels and that gaps between disadvantaged and other pupils had widened.

End of KS2 2022

		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)	
Pupil Premium	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%

- 16/29 pupils disadvantaged compared to peers.
- Attainment for PP chn is slightly below national but above national for progress.
- In school the % of PPchn securing ARE combined is -10% - writing is the weakest subject.
- Progress is above national for both groups.

In general gaps are wider in the early years, KS1 and they are narrower by the end of KS2.

Some year groups have fewer children on PP register and others have the impact of Autumn or Summer Born. With small cohorts the contextual data can skew a general picture as SEN and PP also impacts data.

Pupils who have had access to individual and small group tutoring in Maths have made accelerated progress, particularly in Year 5 & 6. This is reflected in Third Space Tutoring as well as the PiXL Catch up provision. Increased costs and budget pressures balanced against the increased school contributions may impact on the extent to which we are able to continue – where possible they will be prioritised.

Attendance of disadvantaged pupils was higher for Year end 2022 in part due to limited opportunity for travel. Autumn Term 2022 this was on the increase.

School's attendance is recorded at 95.18% and ranked 15th (top 25%) out of 68 Primary schools in Tower Hamlets Attendance table, the borough's average was 94.3%.

PA for LA 32.5% Hague 12.2% Reception 20% Y1_Y6 Top quartile Fewer pupils taking extended leave

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.

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
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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.