



Hague Bar Pupil Premium Strategy Spending Report 2019 - 2020

Pupil premium is an amount of money given to the school based on the number of pupils who have been entitled to claim free school meals at any point over the last six years.

For the financial year (April to April) 2019 – 2020 Hague Bar received £13,105 from the pupil premium grant.

We have used the Teaching and Learning Toolkit from the Education Endowment Foundation to inform our use of funding and choice of interventions. The toolkit rates interventions (highest score 8, lowest -1) based on educational research.

Hague Bar Pupil Premium strategies implemented 2019 - 2020

- 1- an Ethos of attainment for all pupils, high aspirations and expectations for all
- 2- focus on high quality teaching
- 3 -100% buy in from all staff giving positive, inspirational and aspirational messages to disadvantaged pupils
- 4- identifying the main barriers to learning for any disadvantaged pupil
- 5- frequently monitoring the progress of every disadvantaged pupil
- 6 -if progress slows putting interventions in place immediately
- 7- deploying the best staff to support disadvantaged pupils
- 8 -collecting and analysing data relating to individual pupils or groups
- 9- evaluating the effectiveness of TA's, if necessary improve through training or better deployment
- 10- strategies likely to be most effective are high impact low cost including the following 7 strands
 - feedback
 - metacognition
 - mastery learning
 - reading comprehension
 - collaborative learning
 - oracy interventions
 - peer tutoring
- 11- replace some 1-1 with small group work
- 12-Evaluate the effectiveness of interventions and make adjustments



13- mark books of disadvantaged pupils first giving feedback re how to make better progress

14 -train staff for chosen strategies, where necessary

15-All staff to know who Pupil Premium and Ever 6 children are

16- reinforce the importance of Pupil Premium impact through performance management

17 -update governors on Pupil Premium

We deliver small group tightly focussed support for the delivery of phonics in KS1 and employ additional teaching assistants in order to do this. Pupil premium children are provided with 1:1 phonics support when necessary.

For those pupil premium children who struggle with maths we deliver daily catch up sessions, following the Maths Mastery approach.

We are very aware that some of our pupil premium children are high attaining and interventions are targeted towards all our pupil premium children, not just those who are struggling.

Our key targets are:

- Development of early literacy skills, particularly talking
- Development of phonic strategies to support spelling and reading
- Provision of enrichment activities encouraging language for literacy
- Provision of activities that build resilience and self-confidence
- Enabling more-able deprived children to attain excellent results in a wider curriculum

Whilst we find that it can be difficult to make quantitative judgements on the impact of enrichment activities we are lucky that Artis provided us with both personal reports and an assessment tracking system. We feel that qualitative indicators for character traits are very positive. Other interventions, such as the provision of small group teaching or intervention strategies are much easier to measure and are covered by our whole school I track tracking system of assessment.

Budget implications and spend 2019 - 2020

TAs to deliver small group and 1:1 support including phonics and daily maths	£1,924
Artis teaching funded by PP grant	£5,445
2 TAs to deliver exclusive Pupil Premium group work one afternoon	£3,172
Subsidies for school trips and After school clubs (fluctuating amount)	£661
Lego Therapy 3 hours a week	£1,903

Total spend **£13,105**