

Pupil premium strategy statement – Hague Bar Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-24
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Governing Body
Pupil premium lead	Karen McCurdy
Governor / Trustee lead	Mikala Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 5540
Recovery premium funding allocation this academic year	£ 3800
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 4253
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 13593

Part A: Pupil premium strategy plan

Statement of intent

At Hague Bar Primary School our vision is to be a welcoming, friendly and positive presence in the village and the community. At Hague Bar children thrive emotionally, socially and academically. We help pupils through our planned curriculum and opportunities beyond the school day, we want our pupils to be exceptionally well prepared for the next stage of their learning and to become children the local community can be proud of.

The pupil premium funding is carefully managed to plan and personalise support for children on their individual learning journey. Our aim is that all children, no matter what their background, have the same opportunities to achieve, make strong progress and experience life in all its fullness.

Our aims at Hague Bar are that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas from their given starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils with a particular focus on Early language, Phonics and Writing (including SPLDs). Our approach will be responsive to common challenges and individual needs, rooted in formative and summative (standardised) assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- identify individual needs of the children
- ensure disadvantaged pupils are challenged in the work that they're set both able and more able

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Key principles of our strategy plan

- To ensure that all children reach the attainment levels of non-disadvantaged children. (Further enhance progress, in all subjects across the school, with a specific focus on early reading and phonics, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning) Further increase the rates of progress, where there is low prior attainment and gaps in learning due to school closure during pandemic.
- To enrich the lives of disadvantaged children by developing wider curriculum experiences. (Consistently promote the personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences and that opportunities to develop their talents and interests are quality)
- To develop the life chances of all disadvantaged children by providing support for the social, moral, emotional and spiritual development (Continue to provide high-quality pastoral support so that pupils maintain an active lifestyle and keep physically and mentally healthy)

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, language, literacy skills and poor basic number skills of children create a barrier to learning.
2	Lower self-esteem and aspirations can impact negatively on attendance and academic achievement.
3	The cost of participating in extra-curricular activities such as music tuition and sports is often too costly.
4	Cultural capital; children's access to the wider world / experiences are often more limited.
5	Pupil Premium children on the SEN register with various levels of need.

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
Ensure all children (and specifically disadvantaged pupils) have access to high quality teaching of writing and that personalised feedback leads to improved progress of PP	Close the progress gap between Dis and non-Dis, especially in progress across terms and years but also in the proportion of disadvantaged being at least in line with non-disadvantaged in reaching their expected targets
Ensure all children (and specifically disadvantaged pupils) have access to high quality phonics intervention leading to improved reading results later	Increase average % of disadvantaged pupils passing the phonics screening to above national averages, and ensure those who have not passed previously have access to support to plug phonics skills gaps
A higher proportion of all pupil premium pupils (R-Yr6) will make expected plus progress in relation to achieving age related expectations	Monitoring systems and data outcomes show progress from individualised targets. Pupils eligible for PP in our earlier years make rapid progress by the end of the year so that all pupils eligible for PP meet age-related expectations
Individual needs of pupil premium pupils will be addressed to reduce the gap in attainment and progress between this group and all pupils.	Higher focus given to individual pupils' needs at P Progress meetings, curriculum meetings and HT meeting with CoG
To develop a love of reading for all children, including those most disadvantaged	Progress is evident and consistently strong. Curriculum meets/exceeds the requirements of the new Ofsted framework New resources and strategies across school
To enhance equality of opportunity for all pupils	All children accessed every area of the curriculum – creating a love of learning and thirst for knowledge Gap between disadvantaged pupils and their peers is closed
To increase the mental health strategies available to support children and their families	Children with positive mental health will be able to focus on their learning. Strategies for managing their mental health will become lifelong skills
To ensure that proportion of DAP attending before and after school clubs is as high as that for non-DAP	DAP attendance rates for school clubs is the same as those for non-DAP

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: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom support	Small group support in learning and for skills that need to be promoted and taught. Use of Teaching Assistants in these cases are most effective when they are experienced and well trained. EEF	1, 5
My Happy Mind project	A curriculum designed to be relevant and practical, covering social media awareness, mental illness, parenting and mindfulness. This aims to improve pupils' resilience and show pupils how to apply the principles and techniques of social and emotional learning to their academic study. EEF studies shows pupils' general health after two years and four years of the programme that pupils self-reported physical health improved, when compared with a control group,	2

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor led funding £	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils	2 & 3, 5

One to one support for children with significant needs	SEN 1:1 provision where all aspects of the curriculum need to be adapted and alongside this, life skills need to be promoted and taught. Use of Teaching Assistants in these cases are most effective when they are experienced and well trained. EEF	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs (supporting families financially extended school hours)	EEF indicates moderate impact for social and emotional communications (+4 months)	3
Well planned enhancement and enrichment opportunities -Visits and visitors (Cultural capital for all) (supporting families financially, uniform, visits, residential, tuition, extended hours)	EEF indicates moderate impact for social and emotional communications (+4 months) Enrichment opportunities and enhancement of subjects to develop an exciting curriculum, a love of learning ensuring that a lack of funding does not result in limited experiences for our children– an inclusive curriculum	1,4
'myHappyMind', an evidence based NHS backed initiative, the aim of which is to positively impact the mental health of all children, staff and parents who are part of our school community..	The purpose of this initiative is to help all those in our school community to access a toolkit of skills and habits they can use to equip them if they face mental health challenges at any time in their future	1, 2

Total budgeted cost: £13500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All teaching staff are aware of who is eligible for Pupil Premium and this informs their planning. Regular assessments allow them to give pupils effective feedback.

Pre and post assessment data from reading tests, spelling tests and Maths assessments etc. are used to provide a baseline to track the impact of interventions.

Provision of additional adult support, resources and staff training to enhance the learning of Pupil Premium children. Professional development has focussed on reviewing the Foundation Subjects and mental health awareness. Funding ensured all Pupil Premium pupils were fully included in the opportunities offered by the school.

Impact Summary – SATs results for 2022 indicate that:-

KS1 – There were no Pupil Premium children in Year 2.

KS2 – There were no Pupil Premium children in Year 6.

Reception and years 4 and 5 – One child achieved GLD at the end of Reception 2022, with one child still emerging in the prime areas. One child achieved expected standard in reading, writing and maths at the end of Year 4. In Year 5, the three children were working towards end of year expectations in maths, reading and writing apart from one who was working below in reading.

There remains a gap between the attainment of Pupil Premium pupils and their peers. Some pupils have specific difficulties which impact on their learning. We have access to regular advice and support from the Educational Psychology Service in Derbyshire. Advice from other outside agencies such as the Speech and Language Service, Paediatric Occupational and Physiotherapy Service, Child and Adolescent Mental Health Service and the School Nursing Service is used to meet the needs of our pupils.

Access to emotional support has been beneficial in helping pupils to identify how they feel. They are encouraged to use strategies to reduce anxiety and self-regulate their emotions. This has led to an increased sense of well-being and self-confidence.

All Pupil Premium children had access to school trips and clubs, weekly swimming lessons, Forest Schools and the opportunity to learn a musical instrument.