



Pupil Premium Strategy

2024-2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

Key Principles

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

High expectations

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.

Early Intervention

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding

High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that **all** children receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Emphasis on Basic Skills

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

Strategies

Identifying Need

Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support. School overview

Metric	Data
School name	St Margarets at Hasbury CE primary school
Pupils in school	206
Proportion of disadvantaged pupils	48 chn – 23%
Pupil premium allocation this academic year	1,455 = £69, 840
Academic year or years covered by statement	2024 (April - April-2025)
Publish date	November 2024
Review date	October 2025
Statement authorised by	Sara Shepherd
Pupil premium lead	Sara Shepherd
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69, 840

Part A: Pupil premium strategy plan

Statement of intent

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school and the community. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury CE Primary School to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be.

I have come that they may have life, and have it to the full (John 10:10)

'Living life in all its Fullness'

At St Margaret's at Hasbury we have high expectations for all our children in our school. We believed that with good quality first teaching, a broad and balanced curriculum, effective engagement with parents and a personalised approach to meet children's individual needs, every child can reach their full potential and thrive.

Key interventions and approaches are implemented on a whole school level and are not only restricted to children eligible for pupil premium. Some interventions and change to provision have been made possible by allocating the pupil premium funding to them. The focus of our pupil premium strategy is to support disadvantaged children to achieve well in all aspects of school life. Our strategy is intended to support the needs of all our vulnerable children whilst sustaining and improving achievement of non-disadvantaged peers also.

High quality teaching in a nurturing environment is at the heart of our approach. All our children have the right to feel safe and secure in an environment that prioritises their emotional wellbeing alongside their academic achievement. High quality teaching (EEF) is proven to have the greater impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged children in our school.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Our Approach

- Provide a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.
- We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.
- We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that **all** pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.
- Pupil Premium funding will be allocated following data analysis which will identify priority classes, groups or individuals.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium finding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- Through our curriculum we ensure that teaching and learning meets the need of all the children.

Challenges

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

Challenge number	Detail of challenge
1.	Monitoring and data drops indicate that children from disadvantaged background are not attaining ARE by the time they leave year 6
2.	Monitoring and data drops indicate children from a disadvantaged background need additional support with phonics and early reading
3.	While identifying barriers to learning the level of support at home is notably poorer for our disadvantaged children.

4.	Automaticity of number facts
5.	Writing discussions/monitoring show a low level of writing progress for our pupil premium children
6.	Schools attendance target is 97%. Data is showing that PP children average attendance is lower therefore absence is contributing negatively on progress of our PP children.

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
Improve the attainment of children in reading, writing and maths by ensuring they make better than good progress in reading, writing and maths in order to close the attainment gap	Quality first teaching ensures children's needs are met through assessment for learning that pupils in receipt of pupil premium are given high priority therefore strengthening outcomes of at least expected progress. Additional targeted support to pupil premium children for reading, writing and maths is identified and provided by TA and wave 1 in class support, and DHT in maths
Reading attainment of early readers continues to improve	Data shows PP children are making progress in on-going phonic assessment — moving through phonics phases at the correct pace. Data shows reading age of PP children increases, and gap closing Children are decoding more accurately and reading more fluently.
Parents of all pupils are engaged in their child's learning. Improved progress for disadvantaged children in phonic and early reading.	Year 1 phonics check results show disadvantaged children have a secure phonic understanding and use of decoding and blending effectively at the start of their reading journey. Engagement in parent workshops. Parents attend parents evening. Parents attend workshops.

Recall of instant add, sub, multiplication, division (baseline used to measure the progress) has improved.	On-going data demonstrates improvement in instant recall. (x test, year 4)
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Teaching (for example, CPD, recruitment and retention)

Budgeted: £8,180.48 (LH maths, SENDCO)

Activity	Evidence that supports this approach	Challenge number (s) addressed
Quality first teaching for all children — this will be supported through CPD (Maths Mastery Yr 4/5)	Taking on tiered approach with quality first teaching as our top priority. Ensure staff receive quality CPD to offer targeted interventions and deliver effective teaching. https://d2tic4wvoliusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053	1, 2, 4, 6,

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	
Completion of NPQSL, Completion of NPQML, Working towards NPQEL	https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf	1, 2, 3, 4, 5, 6, 7
Maths lead/DHT to remain non-classed based to support teachers in delivering high quality teaching and monitor the impact of school's interventions.	Mentoring and coaching	1, 4
To use evidence based practice in teaching to support outcomes for disadvantaged pupils. This would include Rosenshein principles/science of learning (exit tickets, ABC, hinge questioning, quizzes). All teachers use school's lesson structure format which includes timely and effective feedback. Ipad, Showbie	Feedback (+8months — EEF toolkit) EEF toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 4, 5
	EEF making the best use of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
SENCO to remain non classed based for part of the week to carry out directed 1-1, group work, to support teachers in	'An inclusive school removes barriers to learning and participation, provides an education that is appropriate to all pupils' needs and	1, 2, 3, 4, 5,

ensuring they are delivering first quality teaching and overseeing the interventions.	promotes high standards and the fulfilment of potential for all pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted: £42, 473 (TAs, MS)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Same day intervention</i>	See feedback above The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. (Sutton Trust)	1, 2, 3, 4, 5
<i>Daily reading (TA additional hours – 30 mins daily x5 days)</i>	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). Other benefits to reading for pleasure include: improved text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).	1, 2
Non-class-based inclusion manager to provide additional support in phonics and early reading.	EEF making the best use of teaching assistants. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3

Additional phonics sessions targeted at disadvantages pupils who require further phonics support.	Phonic approaches have a strong evidence base indicating a positive impact on pupils, partially from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2,
Daily x tables/number facts intervention delivered by TA who has undertaken Maths CPD (delivered by xxx)	Repeated systematic practise of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil. (Hasselbring, Lott & Zydney, 2005). Stanislas Dehaene: verbal memory indicates that exact arithmetic facts are stored in language specific form, in verbal memory. Saying and hearing of pattern of the phase is important.	1, 4

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

Budgeted: £ 19,337 MS/APFH/trips

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture	Over the years, nurture rooms have developed and theorists such as Bruce Perry whose work around micro transgressions have informed the importance of the nurturing space. Also, John Bowlby's work around Attachment Theory is recognised and supported in the effectiveness of the nurture room.	3, 6
Attendance champion to be non-class based to support wellbeing, support and work with families around improving attendance.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2, 3, 4, 5, 6

Part B: Review of outcomes in the previous academic year

2023-2024 Outcomes

Year 6 PP % of children's who **achieved their target or better** based on prior attainment.

Reading	Writing	Maths
70%	70%	92%

% of yr 6 PP who achieved ARE or higher

Reading	Writing	Maths
62%	62%	46%

