



LIVING LIFE IN ALL ITS FULLNESS

Pupil Premium Strategy

2022-2023

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 under-performance. 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	195
Proportion of disadvantaged pupils	41 chn – 21%
Pupil premium allocation this academic year	£1,385 = £56,785
Recovery premium funding allocated for this academic year	£6,525
Academic year or years covered by statement	2022-2023
Publish date	November 2022
Review date	October 2022
Statement authorised by	
Pupil premium lead	Sara Shepherd/Louisa Hill
Governor lead	Jane Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,785
Recovery premium funding allocation this academic year	£ 5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ N/A
Total budget for this academic year	£ N/A

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 Margarets 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'

In upholding this vision we demonstrate a commitment to excellence and continuous growth through developing leadership in every role, trust and transparency.

At St Margarets at Hasbury we deliver a broad and balanced curriculum that develops children's:

Creativity, Independence, Curiosity, Emotional Intelligence and resilience.

We are rigorous, robust and relentless in our pursuit of excellence through having the highest expectations of the children and ourselves. It is the strength of our relationship that allow us to deliver a high-quality education to all. 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 their 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.

Our core value 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 a needs 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	Attainment in phonics
	Attainment in reading, writing and maths
3	Pupils entering school with limited English/no English
4	High anxiety in children.
5	Low attendance

Research suggest that children entitled to PPG are less likely to do as well as their non-disadvantaged peers in education. The quality of teaching and learning delivered in the classroom is imperative to narrowing the gap in attainment. Internal and external (where available) assessments indicate that reading, writing and maths attainment among the disadvantaged children is significantly below that of non-disadvantaged 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
To achieve sustained improvement in reading fluency and phonics attainment (screening check).	Attainment in line with national. Children will have accessed small group in class support
Good or better progress in reading, writing and maths among disadvantaged children.	Increase in percentage of pupil premium pupils reaching age expected in KS2 SATs Evidence will be gathered using reading age (Progress Test in Maths or similar) and end of key stage 2 assessments
High quality professional learning for teachers and teaching assistants that improves delivery in the classroom	External and internal professional learning opportunities impact directly on the outcomes for children.
Children arriving new to country make good progress (baseline using Bell Foundation assessment)	Children are accessing an adapted curriculum and have made significant progress against the EAL assessment framework.
Children are able to regulate their emotions in order to concentrate at school.	Support is in place along with a range of strategies when faced with difficulties and reactive when difficult situations occur. Well-targeted nurture support and behaviour strategies ensure that learning time is maximised.
To achieve and sustain improved attendance for all pupils and particularly our disadvantaged pupils	Whole school pupil absence to be under 5% and persistent absence to be under 15% to be more in line with national averages

Teaching

Budgeted: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase standardised diagnostic assessments	Standardised test can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through quality first teaching and interventions. EEF	1, 2, 3
We are developing our reading and phonic strategy to ensure all children can learn to read and read to learn so that no child is left behind.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from	1, 2, 3

<p>TAs will receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KSI on a daily basis.</p> <p>Parents will be involved, training and supported.</p>	<p>disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p> <p>(EEF Teaching and Learning Toolkit – Phonics)</p>	
<p>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)</p>	<p>EEF - quality first teaching is the most effective way to improve outcomes for disadvantaged children.</p>	<p>1, 2, 3, 5</p>
<p>CPD for teachers and Teaching Assistants to support teaching and learning (live marking, checking for understanding, feedback)</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups</p>	<p>1, 2, 4</p>
<p>CPD for support staff</p> <p>All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning, including:</p> <ul style="list-style-type: none"> • • Live marking • • Feedback • • RWI • • Language skills • • Quality interactions 	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>(EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	<p>1, 2, 3, 4, 5,</p>
<p><i>Quality first teaching</i></p>	<p>DFE report: supporting the attainment of disadvantaged children: articulating success and good practice.</p>	
<p><i>Continue to develop to following teaching strategies in all classes:</i></p> <p><i>Feedback – ensure that feedback provides is instant and effective</i></p>	<p>Feedback (+8months – EEF toolkit)</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>2, 3, 4, 5,</p>

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

Budgeted:£11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Same day intervention</i>	<p>See feedback above</p> <p>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.</p>	2, 3, 4
<i>Daily reading (TA additional hours – 30 mins daily x5 days</i>	<p>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).</p> <p>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p>	1, 2, 3, 4
<i>Additional phonics sessions targeted at disadvantages pupils who require further phonics support</i>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3, 4

Morning x tables/number facts	Repeated systematic practice 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)	2, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture</i>	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.	2, 4, 5
<i>Sustain the quality of social and emotional (SEMH) learning. Learning mentor sessions internal and external</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitude, behaviour and relationships with peers) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 4, 5
Enrichment/Extra- curricular provision After school clubs, Purchasing of reading materials, Musical instrument tuition, Trips	EEF states that all children deserve a well-rounded, culturally rich, education. Enrichment approach can directly improve pupil's attainment	1 2, 3, 4, 5,

LH – 43.74

LT – £9.98

APFH – £10.81

Science ~(clubs, not sports)

AH – £9.98

DPA – £ 982 for 36 sessions

MS – £ 16.53

Trips –

Books -

