

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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.

School overview

Detail	Data
School name	Hagley Primary School
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	4.1% (currently 26 children on role)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan
Date this statement was published	01 September 2023
Date on which it will be reviewed	Annually until July 2025
Statement authorised by	Vanessa Payne
Pupil premium lead	Rob Tindell Laura Hamilton (part-time 0.4)
Governor / Trustee lead	Tess Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24735
Recovery premium funding allocation this academic year	£833
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25568

Part A: Pupil premium strategy plan

Statement of intent

Hagley Primary School continues to be a good school, as confirmed in the school's most recent inspection, June 2022. Our curriculum offer to those children in receipt of Pupil Premium funding is fully embedded, with a clear and determined focus to maintain this through detailed on-going analysis, excellent CPD and a keen eye on research and development in education across all areas of our curriculum.

We continue to focus on 4 key areas to help to support and raise the attainment of our disadvantaged pupils in order to close gaps in their learning with a strong focus on pupil well-being, pastoral support and a bespoke approach to helping pupils develop a love of learning.

Priority 1 - Pupil Wellbeing: Build resilience

Priority 2 - Diminish the difference: Build opportunity

Priority 3 - Communication: Build language

Priority 4 - Parental Engagement: Build partnerships

Challenges

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

Challenge number	Detail of challenge
1	<u>Pupil Wellbeing:</u> The mental health and wellbeing of pupils in receipt of Pupil Premium funding continues to be a focus on the SDP. The school priority of funding Thrive practitioners continues to be evidenced.
2	<u>Diminishing the difference:</u> Some PP pupils are currently working below their age-related expectation (ARE) in comparison to the non-PP pupils in the core subjects of Reading, Writing and Maths. Swift intervention is in place for Pupil Premium children, where needed.
3	<u>Speech and Language:</u> Some pupils have yet to pass the language link screening in our Early Years Foundation Stage (EYFS), indicating poor listening, oracy and comprehension skills. Reception staff have reported that speaking and

	listening skills are poor in some pupils and this is also felt across the whole school with certain pupils requiring further work with our specialist SALT team to develop speech difficulties and work on active listening skills through intervention programmes. Children have missed out on language opportunities through play and by listening to sequenced instructions and regular storytelling. Some pupils' phonics and reading ability is below ARE and therefore interventions are in place to support them.
4	<p><u>Parental Engagement:</u></p> <p>The school remains committed to working closely with families who are eligible for Pupil Premium funding.</p> <p>We aim to positively engage with parent's and especially target them to attend workshops and events such as curriculum meetings. We continue to work alongside our families with the support of our EWO to encourage pupils to attend school everyday and arrive promptly.</p>

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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Achieve at least national average progress scores in KS2
Phonics	100% of disadvantaged children to pass the Y1 Phonics Screening and the Y2 Phonics Screening
Other	Improve attendance of disadvantaged pupils to at least LA average

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: £7300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1	Raise staff awareness of detailed analysis of PP data at each assessment point.	2
Priority 2	Teachers deliver a carefully tailored P.H.S.E curriculum that fully supports children's SEMH.	1,2
Priority 3	Curriculum development to highlight the importance of well-being and mental health within school.	1
Priority 4	THRIVE social emotional programme – termly class screening.	1
Priority 5	All school staff are recently trained in safeguarding and know how to report any concerns to DSLs. Concerns are swiftly logged on Edu-Key and actioned.	1
Priority 6	Use QFT (Quality first teaching) to scaffold all lesson tasks to ensure disadvantaged pupils can access them.	1,2
Priority 7	Small phonic groups (ability streamed)	2
Priority 8	Rapid reading intervention	2
Priority 10	Ongoing SENCo PP support	2
Priority 11	Regular year group specific pupil progress/phase meetings (to review PP support/outcomes)	1,2

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

Budgeted cost: £16500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Priority 1	Teaching Assistants appointed to work in the afternoons on swift intervention with Pupil Premium children, where necessary. <i>(Ideas from the research work of headteacher Sonia Thompson on 'Unpicking disadvantaged' by inclusion within the class lessons, as opposed to removal in the afternoon sessions.)</i>	1,2,3
Priority 2	Teachers to establish small group interventions needed for disadvantaged pupils falling behind age-related expectations (using the remaining Covid catch-up premium) and record on passports.	2
Priority 3	4 Maths sets - smaller class sizes in maths in years 5 and 6 (<i>EEF recommendation – impact on progress and attainment when working in smaller groups.</i>)	2
Priority 4	Continue use of 'Passport' system to identify any barriers to learning for PP and track children's current interventions.	2
Priority 5	Ongoing targeted interventions to address well-being -therapies (art, play, Lego etc)	1,2
Priority 6	Use of the remaining Covid catch-up premium to support disadvantaged pupils.	1,2,3
Priority 7	Targeting PP families to attend subject workshops and curriculum evenings across the school.	4

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

Budgeted cost: £2,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1	Breakfast club is available to all children and funded for those in receipt of FSM.	1,4
Priority 2	Homework club and after school SATs boosters	1,2,4

Priority 3	Use education welfare officer (EWO) employed to support families with lateness, attendance and acute need.	1,2,4
Priority 4	Purchase of any additional resources required to support home learning – e.g: magazines/books to encourage home reading or additional maths support materials.	1,2,4
Priority 5	Funding for visits and trips, including residential is available for families in receipt of FSM.	2,4
Priority 6	Funding for additional items such as uniform, resources to support home learning (such as laptops and tablets) music lessons etc to be spend as deemed necessary from conversations with parents and staff.	2,4
Priority 7	Mental health first aiders raising the profile of the importance well-being for all children and staff.	1

Total budgeted cost: £ 25568

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 2022 to 2023 academic year.

Aim	Target	Outcome
Progress in Reading and Writing	Achieve at least national average progress scores in KS2 Reading and Writing	4/6 children (66%) reached EXS within Reading and 1/6 (16.5%) reached GD. Within Writing, 2/6 children (33%) reached EXS.
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths	3/6 children (50%) reached EXS within Maths at KS2 with 1/6 (16.5%) reaching GDS.
Phonics	100% of disadvantaged children to pass the Y1 Phonics Screening and the Y2 Phonics Screening	75% of disadvantaged pupils (3/4) passed the Y1 Phonics Screening. 66% (2/3) of disadvantaged pupils (2) passed the Y2 Phonics re-screen.
Other	Improve attendance of disadvantaged pupils to at least LA average	The attendance of disadvantaged pupils for 2022/23 was 92.9%.

Aim	Outcome
<ul style="list-style-type: none"> Thrive sessions will be delivered to children on a weekly basis to those who are identified through the Thrive Screening process. Termly re-screening to take place for children identified for Thrive sessions. Regular progress checks to take place by class teachers in order to monitor the impact of interventions. Play therapy and specialist SEND team to work with children identified as requiring a higher level of social and emotional support. Whole school PHSE programme in place 	<ul style="list-style-type: none"> Children's mental health needs addressed enabling them to access their learning Progress monitored enabling interventions to be introduced or adapted according to need. Children's mental health needs addressed enabling them to access their learning. New PSHE scheme created and shared with staff. First term focus on relationships in

	each year group – continue to monitor implementation and impact.
<ul style="list-style-type: none"> • Children who have left EYFS working below age related expectations will be taught phonics in small groups. • An additional outstanding teacher will be teaching Maths in Year 5 and 6 to reduce the number of children in each group. This will allow for those pupils falling behind to be taught in a smaller grouping with more support. • Pupils who have fallen behind will be offered extra sessions before / after school • Catch up programmes, such as Rapid Reading used to accelerate progress in Reading. 	<ul style="list-style-type: none"> • Small group work ensured personalised approach to learning. 75% (Year 1) and 66% (Y2) PP children (2022-23) passed the internal Phonics assessment. • Additional Maths teacher ensured groups were smaller than average resulting in a more targeted and individualised approach. • By Summer 2023, 2/5 PP children in Y5 were at ARE, 1 PP child at GD and 2 children were WTS. Within Year 6, 3/6 PP children finished the year at ARE, 1/6 PP child at GD and 2/6 children were WTS. • Afternoon interventions were offered and in place within the Spring and Summer term. • Rapid Reading Intervention in place for targeted pupils within KS2.
<ul style="list-style-type: none"> • Early identification of children with Speech, Language and Communication needs (SLCN) using the Language Link screening in reception. • Specialist trained Teaching Assistants and SALT team to continue to work with children who are falling behind in order to close the gap before the children leave KS1. SALT to continue to liaise with class teachers and parents to support them in developing speech, language and communication skills with their children. 	<ul style="list-style-type: none"> • Language Link groups running for identified children in Reception addressing specific language gaps. • Children assessed by NHS SALT and specific targets set and addressed by SEN TAs.
<ul style="list-style-type: none"> • Offer pastoral support for any PP families in need. DSL to make links with families where disadvantaged children are especially vulnerable, at risk or logged as requiring safeguarding protection. 	<ul style="list-style-type: none"> • Pastoral support put in place through Thrive and DSL for many of our PP children and families over the year.

<ul style="list-style-type: none"> • Education Welfare Officer (EWO) employed to support families to reduce lateness and increase attendance figures of PP children to be in line with non-PP children. A clear process is in place for the EWO to issue letters and contact parents when lateness or attendance falls below the 95% target. 	<ul style="list-style-type: none"> • Whilst PP attendance dropped from 94% in 2020-21 to 92.9% in 2022-23, there were many external factors to consider including wider family considerations.
<ul style="list-style-type: none"> • Speech and language difficulties will be addressed through personalised intervention. • Gaps in learning and the curriculum due to school closure will be identified by baseline testing (NFER) and moderation. Close tracking on O Track will be used to monitor gaps and termly progress. Pupil Progress Meetings to be used to discuss PP children individually and their barriers to learning/progress through the curriculum. • Children's behaviour for learning and ability to engage fully in learning will be supported through the range of social and emotional provision available. 	<ul style="list-style-type: none"> • Gaps in learning identified through the help of Language Link and NHS Speech Therapist. Regular support put in place, where required. • Formal assessments took place 3 times per year. This allowed for closer tracking and monitoring for gaps. NFER assessments purchased for Y1-Y5 with question level analysis taking place with all the assessments undertaken. Pupil Premium children's attainment and progress were discussed during all termly progress meetings with teachers.
<ul style="list-style-type: none"> • Education Welfare Office (EWO) to continue to provide practical and emotional support for families. • All teachers/TA to be regularly trained in school safeguarding procedures to recognise early signs and how to report a safeguarding concern using Edukey. • Breakfast club is available to all children and funded for those in receipt of FSM. • Homework Club • Funding for visits and trips, including residential is available for families in receipt of FSM. • Funding for additional items such as uniform, resources to support home learning (such as laptops and tablets) music les- 	<ul style="list-style-type: none"> • EWO continued to support parents and school throughout the year. • All staff, including new staff, received safeguarding training including how to log any concerns on Edukey • 9 children were supported for visits and trips over the course of the year • Multiple children were supported with the purchase of additional items such as uniform and reading materials.

sons etc to be spend as deemed necessary from conversations with parents and staff.	
<ul style="list-style-type: none"> Teachers to begin the term by recapping previous year's key skills, whilst addressing gaps in learning and misconceptions from current learning in Reading, Writing and Maths. PP Passports have been set up for every child. These detail barriers to learning in R, W and M and additional information about provisions they are receiving each term and their impact. Following pupil voice conversation, discussion with parents/teachers – bespoke resources are ordered to help PP pupils with any areas of difficulties- e.g.: magazine subscriptions to encourage a love of reading, phonic flash-cards to support learning at home. Identify Higher Ability PP children in music and sports and given access to extra-curricular enrichment opportunities – e.g.: Music tuition and sporting clubs. 	<ul style="list-style-type: none"> Gaps identified through early baseline assessments and staff meetings. Gaps continue to be addressed through careful planning and assessments. PP Passports set up with the support from the PP Lead and regularly reviewed. Bespoke resources ordered to help with any areas of particular need or difficulty. E.g. specific Maths activity books/ sensory fidget toys.
<ul style="list-style-type: none"> Speech and language therapists and trained staff to continue to work alongside class teachers offering suggestions and further resources to support SLCNs. Any children who failed the language link screening to be closely monitored, given targeted support by extra SALT interventions to address difficulties and correct and close language gaps. 	<ul style="list-style-type: none"> Our SALT Therapist prioritises training and resources to staff, enabling them to effectively target pupils needs. Children receive Language Link intervention and are referred to NHS SALT for further assessments, as needed.
<ul style="list-style-type: none"> Targeting PP parents for parental workshop attendance 	<ul style="list-style-type: none"> Parental workshops were well attended.