

# Pupil premium strategy statement 2023-2024

Hampton Hargate Primary School is a three form entry school in Peterborough. We cater for Reception to Year 6 and provide extended provision from 7.45am to 6.00pm each day.

We encourage and promote high aspirations and ambitions for our pupils and we believe that no child should be ignored. We strongly believe that all children should be given the opportunity to achieve and our job is to encourage and extend their passion and thirst for knowledge, resulting in pupils realising their full potential. This statement details our school's use of our pupil premium funding to improve the attainment of our disadvantaged pupils. We are committed to ensuring that Pupil Premium Funding is spent to maximum effect.

## School overview

Detail	Data
School name	Hampton Hargate Primary School
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	19.23%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Andy Lyons
Pupil premium lead	Sarah Moss
Governor / Trustee lead	Nooruz Zamen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£184,180</b>
Recovery premium funding allocation this academic year	<b>£17,979.25</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£7900.12</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£210,059.37</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups, irrespective of their background or the challenges they face, so they make good progress. As a school we have developed an excellent track record of ensuring that pupils make good or better progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. The school is continually adapting our provision to improve the outcomes for disadvantaged pupils using the EEF research.

Furthermore, children who join our school in Reception are proven to make better progress and higher attainment than those who join throughout KS2 proving that the longer you are in our school, the better your attainment and progress. Those that join during KS2 still make progress but the time available to increase this progress can be far less. High-quality teaching is at the heart of our approach which is proven to have a positive impact on attainment and progress.

We have started each year looking at and considering the needs of pupils in our school, the context and the successes of previous years and initiatives/interventions which have had greatest impact. In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending. We have regular Pupil Premium Meetings to identify need and plan for support and interventions. This responsive approach ensures we meet individual needs as well as common challenges.

### Identification of Pupils

- All teaching staff and appropriate support staff are involved in the analysis of data, identification of pupils and implemented interventions.
- All pupil premium children benefit from the funding, not just those who are under achieving.
- We identify appropriate support and interventions based upon our professional judgement and knowledge of the pupils and not just on research or recommendations
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....." This is a continuous process to ensure fluidity in both support and challenge.

### Improving Day to Day Teaching

We will continue to ensure that all children across the school receive high-quality teaching.

- Set and promote high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Report back to all SLT and teachers on strengths and areas for development relating to the quality of teaching and to the DH and AHT during Pupil Progress Meetings.
- Provide and encourage high quality CPD
- Improve assessment through joint moderation exercises as part of KS Teams and whole school staff sessions

### **Increasing learning time**

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention in KS1 and EYFS as well as in year admissions to our school, identifying and addressing gaps in learning
- Extended learning out of school hours and lunch times

### **Individualising support**

We ensure that there is no stigma attached to being in an intervention group at our school. We believe that every pupil, at some point in their schooling, needs something, whatever that might be. The National Tutoring Programme (School Led Tutoring) is being used alongside existing interventions and provision, for pupils whose education has been impacted as a result of Covid.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly to support the next steps for the child/ren. Including all assessment data- both formal and informal.
- Using teachers and TAs to provide high quality interventions and are responsive to change in needs and support required by pupils.
- Matching the skills of the support staff to the interventions they provide to ensure maximum impact on learning.
- Ensuring our approach is embedded across the school so all staff take responsibility for the outcomes of our disadvantaged pupils and raise the expectations and aspirations for these children.
- Recognising and building on each child's strengths to further boost confidence, enthusiasm and self-esteem

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	To monitor and further support the attendance of all pupils, in particularly our PP pupils
2	Further narrow the attainment gap in children achieving the expected standard in reading, writing, maths and at greater depth.
3	Maintaining the improvement with progress over time which in turn, helps narrow gap with non-PP pupils.

## 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
1	Attendance for PP pupils is supported and further improved	<p>Attendance lead works with PP lead, SENDcos and Office to identify those families that need further support on regular attendance.</p> <p>Family Support Worker involved in supporting these families.</p> <p>Early Help offered if needed.</p> <p>SENDco to seek additional support if needed.</p> <p>Families already involved in the EHA process given the support needed to enable pupils to be in school and on time. Regular communication with parents to encourage and secure good attendance.</p> <p>Early starters offered to identified families.</p> <p>Nurture lead to work with pupils in identifying issues and thus improving attendance.</p> <p>Support and provision in place for identified families- this may be involved support in getting the child into school, Early starters and transport if needed.</p>
2	Reduced attainment gap at expected standard and greater depth for PP children v non-PP children in reading, writing and maths.	<p>Teachers to continue to deliver high quality teaching for all pupils. Use key information, data and pupil learning to further extend and build on long term knowledge. Act early to intervene and provide the support identified.</p> <p>Pupil Progress meetings to identify and challenge each child to ensure they reach their potential.</p> <p>Meetings with parents to involve them in supporting children or if further support is needed.</p>
3	PP children continue to demonstrate good progress over time and achieve the targets set based upon their starting point and needs	

		<p>PP TAs continue to provide excellent support for all PP children. Meeting with teachers regularly to build on current learning and monitor impact and progress in the classroom.</p> <p>Work with Reading and Maths Intervention leads to further support teaching and learning.</p> <p>Analysis of assessments throughout the year will identify gaps in learning and this will inform future interventions and support needed.</p> <p>Marking informs and extends misconceptions and supports progress.</p> <p>Interventions provided throughout the year are monitored and adapted to further support.</p> <p>Outcome gaps for PP children are narrowed and more in line with non-PP. This will be reflected in ongoing assessments, lesson observations, work scrutiny and pupil confidence discussion.</p> <p>Data continues to illustrate that the longer the child is in our school, (or less mobility factors), the greater their progress over time.</p> <p>KS2 outcomes continue to improve.</p>
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## 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: **£244,313**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Deploy PP TAS to support, challenge and offer nurture to all PP children.	<p>As the children will be supported 1:1, in small groups or during whole class lessons they will receive timely support and more attention and this will increase outcomes for these pupils. We have met with teachers, looked at data and identified the appropriate interventions for the individuals. Clear planning for each child/group will ensure the learning is continuous and that the next steps are clear. Continue individualised and group support, monitor progress, implement new interventions to further enhance pupil progress and close the gap. Have consistent communication between class teachers and TAS to ensure needs are identified and met, and they support the current learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	ALL
Staff to attend relevant CPD throughout the year	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Ongoing Little Wandle Training Helicopter stories- For EYFS team, to support Oracy. Any identified CPD- this may be through Performance management meetings or CPD required by new staff.</p>	2,3
Audit and maintain our Systematic Synthetic Phonics Programme (Little Wandle) and continue to provide CPD for all new staff.	<p>Phonics</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2,3
Further develop parental engagement to improve attendance for those identified children and support parents with homework and their learning activities.	<p>Parental engagement is key to enhancing our provision. This involves parents in supporting their child's academic learning as well as providing parents with the support they may need. This could be with homework, attendance, behaviour or the child's well-being. When needed provide parents with a more intensive support programme.</p> <p>Ensure communication with home is tailored to develop and encourage positive dialogue.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1

Continue to support children identified with specific challenging behaviour to further improvement attainment	<p>Continue to develop a positive school ethos which supports the child's engagement in their learning. Use a wide range of specialised programmes which target specific behavioural issues.</p> <p>There is evidence across a range of different interventions and the school will select the appropriate support for each individual need.</p> <p>Provide any CPD for staff working with the children to ensure maximum impact.</p> <p>Work with ED and AC and JB and parents to support the child and family.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2,3
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School Led Tutoring Pro-gramme to provide a school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Use of our School Led Tutoring funding to support identified children. This support will be tailored to meet the needs within reading, writing and maths. The Recovery Premium Funding will further support our disadvantaged pupils with tailored interventions and small group work. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	ALL
<p><b>Recovery Premium Funding</b></p> <p>Teaching Groups and 1:1 for raising achievement of Pupil Premium children</p> <p>Additional staff to work with targeted pupils</p> <p>Homework club to further support</p>	<p>The Recovery Premium Funding will further support our disadvantaged pupils with tailored interventions and small group work.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>An additional teacher in Y5/6 to support small groups and individuals. And Brain Boosters to support daily teaching.</p> <p>Additional TAs in R-Y4 to provide interventions and identified support to further close the gap.</p>	2,3



	<p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).- EEF Toolkit</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision- EEF Toolkit</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Ensure resources are available to enable all staff to effectively implement phonics teaching.</p>	2,3

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide further enrichment activities that cover cross-curricular topics	<p>Attempt to level the playing field between financially secure families and our Pupil Premium children by offering a range of enrichment opportunities to access wider cultural experiences (theatre trips, cinema, hands-on outdoor pursuits, crafts etc) upon which to draw inspiration for in school learning, particularly writing, art and science.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	ALL
Subsidise trips and residential	<p>Offer support to families with residential, trips, milk and swimming.</p>	ALL
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1



Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL
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**Total budgeted cost: £ 287,313**