

Pupil premium strategy statement

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	628
Proportion (%) of pupil premium eligible pupils	17.6790
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
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	£160,345
Recovery premium funding allocation this academic year	£17,255
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	£177,600

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 our school, the context and the successes of previous years and initiatives/interventions. 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 performing

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
- Extended learning out of school hours and lunch times

Individualising support

We ensure that there is no stigma attached to being in an intervention at our school. We believe that every pupil, at some point in their schooling, needs something, whatever that might be. The National Tutoring Programme 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
- Using teachers and TAs to provide high quality interventions and are responsive to change in needs and support.
- Matching the skills of the support staff to the interventions they provide to ensure maximum effect.
- 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 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.

Challenge number	Detail of challenge
1	Narrowing the attainment in reading, writing, maths and science
2	Narrowing the attainment gap in children achieving greater depth, particularly in writing.
3	Working with families to maintain positive behaviours with a small group of pupils.
4	Promoting and encouraging greater parental engagement with home learning/home work (eg. reading, spellings, tables)
5	Maintaining the improvement with progress over time which in turn, helps narrow gap with non-PP

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	Reduce the attainment gap for PP children v non-PP children in reading, writing, maths, science	Data demonstrates outcomes for PP children are narrowed and more in line with non-PP this is reflected in ongoing assessments, lesson observations, work scrutiny and pupil discussion.
2	Reduce the attainment gap at greater depth for PP children v non-PP children particularly in writing	Data demonstrates outcomes for PP children are narrowed and more in line with non-PP at greater depth, particularly in writing.
3	Further develop good channels of communication between SENDCos , class teachers and parents, to ensure appropriate support is in place.	All stakeholders working together to ensure identified children access learning and engagement, minimising opportunities for poor behaviours.
4	Parental engagement with school enables children to receive support and encouragement at home with their learning	Children read regularly at home and demonstrate improvement in progress over time, building self esteem and confidence across the curriculum. Parents engage in Reading support and workshops provided by the school. Parents work with attendance lead to improve any persistent absence.
5	PP children continue to demonstrate good progress over time and achieve the targets set based upon their starting point and needs	Data continues to illustrate that the longer the child is in our school, (or less mobility factors), the greater their progress over time. KS2 outcomes continue to improve.

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: £ **£148,067.45** *(Amount to be adjusted to reflect pay increase- awaiting confirmation of this amount.)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
Purchase a DFE validated Systematic Synthetic Phonics Programme (Little Wandle) and provide CPD for all 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,5
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 children'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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4

<p>Develop further our provision to support children identified with specific challenging behaviour to further improvement attainment</p>	<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 EP and AC and JB and parents to support the child and family.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£3105.90**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Ensure resources are available to enable all staff to effectively implement phonics teaching.</p>	<p>1,5</p>
<p>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>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4</p>

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

Budgeted cost: £ 11,625.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide further enrichment activities that cover cross-curricular topics	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,5
Subsidise trips and residential	Offer support to families with residentials, trips, milk and swimming.	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3,4
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
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

Total budgeted cost: £ 162798.35

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 2021 to 2022 academic year.

	Intended outcome	Success criteria
1	Reduce the attainment gap for PP children v non-PP children in reading, writing, maths, science	Effective interventions are in place to support all children. Entry and end of year data shows good progress.
2	Reduce the attainment gap at greater depth for PP children v non-PP children particularly in writing	Standards at the end of the year shows children are meeting challenging targets set based on their starting points. This information is shared with parents and new teachers to ensure a continuous progression. Small group and individual support has supplemented the class support- this has involved pre-teaching sessions, guided groups and interventions. These are identified within the class lessons and then supported or extended. Progress was evident through monitoring of data at each data point and through regular Pupil Progress Meetings across the year. Groups/support adapted to meet identified needs and to secure good progress. Progress evident in books, observations, tracking data and discussions with pupils.
3	Further develop good channels of communication between SENDCos , class teachers and parents, to ensure appropriate support is in place.	Early identification of needs- constant dialogue between all stakeholders. Early Help assessments when required were set up and regular meetings with lead professionals. Parents evenings- whole school and targeted where needed. Provision Map- this lists provision and plans are then created for those children that would benefit from them. Parenting workshops have been established. They are open to all parents but targeted when identified. Access to outside agencies via our local offer. SENDco works closely with agencies to gain further support and direction in school. (On website) Good communication and an open door policy enables parents easy and confidential support.
4	Parental engagement with school enables children to receive support	The school held online workshops for Reading support, Phonics teaching and support. These

	<p>and encouragement at home with their learning</p>	<p>were well attended and enabled parents to further support children and families at home with strategies and activities which build upon and reflect in school learning.</p> <p>Class visits and parent welcome meetings shared expectations and informed parents of the year ahead and how they could further support and encourage their child at home.</p> <p>Phonic and Reading videos online to support teaching for parents to access at home.</p> <p>Family Support Worker has worked with families to further support, provide networks to explore and give advice and signpost for additional help.</p>
5	<p>PP children continue to demonstrate good progress over time and achieve the targets set based upon their starting point and needs</p>	<p>Entry and end of year data shows progress. This was monitored throughout the year and support is adapted to meet needs.</p> <p>Small group and individual support has supplemented the class support- this has involved pre-teaching sessions, guided groups and interventions. These are identified within the class lessons and then supported or extended. This has enabled pupils to make good progress. Progress was evident through monitoring of data at each data point and through regular Pupil Progress Meetings across the year.</p> <p>Progress evident in books, observations and tracking data.</p>