



LIVING LIFE IN ALL ITS FULLNESS

Pupil Premium Strategy

2021-2023

School overview

Metric	Data
School name	St Margarets at Hasbury CE primary school
Pupils in school	201
Proportion of disadvantaged pupils	40 chn – 20%
Pupil premium allocation this academic year	£54,800
Academic year or years covered by statement	2021-2021
Publish date	September 2021
Review date	August 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	£ 54,800
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ N/A

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 up stilling 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.

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	Assessments, observations and discussions with children indicate under developed oral language skills and vocabulary (closing the vocabulary gap) among many disadvantaged children. These are evident from Nursery through to KS2 and in general more prevalent among our disadvantaged children than their peers.
2	Impact of Covid19 pandemic on the learning of disadvantaged children. This has resulted in slower rates of progress that would have been projected. (Year 1 phonics screening is below the national average for children who are eligible for the pupil premium (or who are socially disadvantaged))
3	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.
4	Our observations and discussions with children and families have identified social and emotional difficulties for a number of children. These challenges particularly affect disadvantaged children including their attainment. Referrals for support have markedly increased during the pandemic.

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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
Good or better progress in reading, writing and maths among disadvantaged children.	Internal and external data shows disadvantaged have met or superseded their target based on prior attainment.
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 are supported to extend their repertoire of vocabulary	Disadvantaged children have access to high quality text that support the development of vocabulary. Text are readily available in classrooms and books are purchased for home use.
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observation indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence (welcome, speech referrals, vocab project impact)
To achieve sustained improvement in reading fluency and phonics attainment (screening check)	Attainment in line with national
Disadvantaged children are provided with support to encourage them to overcome their difficulties with SEMH aspects	External agencies and internal staff are well placed to support children. Support in place is both proactive in supporting them to develop 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.

Activity in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Welcom screening</p>	<p>As research has suggested, early intervention can significantly increase the development of language skills. It has been concluded, through the action research, that screening children in Reception has a positive effect on the class teachers' ability to plan according to individual needs by having a more in-depth understanding of children's language development skills. It also provides opportunities for parents and carers to reflect on their child's language development through an offer of support with language development at home.</p>	<p>1, 2, 3, 5,</p>
<p>Embedding dialogic activities across the school curriculum. these can support. These can help children to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggest oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impact on reading.</p>	<p>1,</p>
<p>Develop schools SSP to secure stronger phonics teaching for all children.</p> <p>Release time and purchasing resources</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3</p>
<p>Develop the use of Fantastic Foundations in reception and year 1 to develop language and vocabulary.</p> <p>Purchasing resources and training for staff</p>	<p>This approach encourages children to articulate their ideas by putting key aspects of communication at the heart of teaching.</p>	<p>1, 2, 3</p>
<p>Quality first teaching</p>	<p>DFE report: supporting the attainment of disadvantaged children: articulating success and good practice.</p>	<p>1, 2, 3, 4,</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>1, 2, 3, 4,</p>

<p><i>Sustain the quality of social and emotional (SEMH) learning</i></p> <p><i>SEL approaches will be embedded into routine educational practices and supported by professional development and training of staff</i></p>	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4,</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of 0.6 member of teaching staff to reduce subject leaders across school and provide additional support in class.</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>	<p>3</p>
<p>Daily reading (TA additional hours – 30 mins daily x5 days</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <p>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>	<p>1, 2, 3, 4</p>

<p><i>Early, language focus</i> <i>Release of Early Years/KSI lead to support staff</i></p>	<p>EEF +6 months. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds</p>	<p>1, 2,</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Train children across KS2 to become Mental health champions</i></p>	<p>EEF social and emotional learning</p>	<p>4,</p>
<p><i>Increase TA hours to deliver Nurture. CPD</i></p>	<p>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.</p>	<p>1 2, 3, 4,</p>
<p><i>Phase trust counselling services</i></p>	<p>EEF mentoring EEF social and emotional learning</p>	
<p><i>Yoursport coach (met through sports premium)</i></p>	<p>EEF physical activity</p>	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<p>School continued to focus on school improvement despite the impact of the covid19 pandemic. As we moved to remote learning TAs were deployed to read 1-1 with PP children to ensure they still had the quality adult intervention.</p> <p>Online reading software was provided for all children. This was particularly important for those children who remained at home without access to books.</p> <p>Phase Trust continued to work with targeted children, visiting them in their gardens.</p> <p>Year 4 children achieved Archbishop Young Leaders Award.</p>

Not all curriculum subjects were taught during lockdown due to the complexity of the content. School will need to ensure they revised their curriculum offer to ensure children are prepared for the next teaching sequence.

Assessment information gathered showed that writing attainment had been most significantly impacted as a result of isolations. Therefore, a focus on high quality teaching and learning of writing will be essential for the academic year 2021-2022

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.

