



HAGBOURNE CE PRIMARY SCHOOL

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Hagbourne CE Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022 2022 / 2023 2023 / 2024
Date this statement was published	December 2021
Date reviewed	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nicola Dobson
Pupil premium lead	Sarah-Jane Lewis /Jo Hudson
Governor / Trustee lead	Joanna Passey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,590
Recovery premium funding allocation this academic year	£4,060
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	£42,650

Part A: Pupil premium strategy plan

Statement of intent

At Hagbourne CE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach (evidenced by the EEF toolkit), with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery (focused within the School Development Plan), notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

To underpin all of these approaches, supporting pupil wellbeing and improving confidence is fundamental to sustaining any success.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language and communication skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues around mental health and wellbeing for many pupils resulting from a lack of enrichment opportunities and consistency during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic for children who require support with social and emotional needs linked to homelife where situations have become more difficult.</p>
3	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations - particularly in writing, spelling and maths. Observations and assessments also indicate that sequencing, processing and organisation of thoughts is a challenge.</p>
4	<p>Observations and discussions have identified lower confidence and self-esteem. This has been identified across age ranges. These challenges particularly affect disadvantaged pupils, including their attainment and emotional regulation which is a barrier to pupil engagement.</p>
5	<p>Assessment (marking and feedback) and monitoring have identified that physical coordination and fine motor control impact the engagement and success of disadvantaged pupils.</p>
6	<p>Our attendance data indicates that attendance among disadvantaged pupils is consistently lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Early years measures show an increase in the attainment of vulnerable children</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils across the school. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Successful implementation on NELI.</p> <p>BPVS scores to increase.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations shows improved mental health and wellbeing ● Improved QCA scores ● a significant reduction in behaviour incidents/ bullying ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attainment across the school	<p>Accelerated attainment from baseline compared to starting point, including phonics screening.</p> <p>KS2 writing (including spelling), reading and maths outcomes in 2024/25 show increasing % of pupils meeting the expected standard.</p>
To reduce the knowledge gaps in core learning subjects	<p>Successful engagement with the tutoring programme.</p> <p>The assessment shows an increase of children at ARE.</p>
To achieve sustained improvements in supporting organisational skills	<p>Feedback from targeted individuals is reflected in targets being achieved.</p>

	Comparative assessments show improvement in organisation and sequencing skills.
Improved confidence amongst disadvantaged pupils, leading to improved (and sustained) emotional resilience and emotional regulation.	Baseline metrics for wellbeing and comparative end of year equivalent shows the improvement in wellbeing Data from student voice and teacher observations show a decrease in SEMH concerns, leading to increased confidence and self-esteem, evidenced by comparative assessments and a reduction in dysregulated behaviours. Improvement in participation of curriculum and extracurricular activities
Monitoring evidence improved gross and fine motor control	Feedback from targeted individuals is reflected in targets being achieved.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being in line with (or above) National, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and above 95%. • a reduction in the number of pupils who are persistently absent and the figure among disadvantaged pupils to be inline with their peers.

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: £12,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on quality first teaching	<p>Access to high-quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF toolkit)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes (when deployed effectively). Whole staff and SLT led review is taking place on this.</p>	1, 2, 3, 4, 5
Release time for subject leads	Middle leaders are crucial to supporting teachers to develop subject-specific knowledge and pedagogy to support quality first teaching. Whole staff deep dives will ensure consistency across the school.	1, 3, 5
Staff CPD and release time to enhance out teaching and curriculum planning.	Training and high quality CPD for staff is essential for success (EEF). Training includes support from the Primary Support Team (for English), Maths Hub training and use of NCETM resources, in school CPD, use of a validated phonics scheme, National Online Safety, NELI training, subject specific courses and staff training in staff meetings.	1, 2, 3, 4, 5
Improve the quality of social and emotional learning so approaches are embedded into routine practices.	RSHE scheme of work supports and is based upon extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	2, 4, 6

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring and targeted interventions (a significant proportion of these children will be disadvantaged)	Small group tuition is effective if it is targeted at pupils' specific needs. (EEF)	1, 2, 3, 4, 5
1:1 targeted support	One to one tuition and small group tuition are both effective interventions (EEF)	1, 2, 3, 4, 5
Additional support in Early Years	Teaching assistants can provide a large positive impact on learner outcomes (When deployed effectively) (EEF). NELI intervention proven effective.	1, 5
Update assessment materials	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	3

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

Budgeted cost: £15,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased provision of clubs and extra curricular activities	Enrichment opportunities, additional participation and collaborative learning approaches can have a positive impact (EEF).	2, 3
Home School Link Worker - 1:1, small group and parent sessions, parent workshops	This post has proved successful in raising engagement and attendance with targeted families.	2, 4, 6
Forest School	Trained forest school leader has proven successful in improving behaviour and well-being.	1, 2, 3, 4, 5
Nurture Group Support	There are three trained Nurture TAs in the school who require release time to conduct this work and for supervision. Children who have attended Nurture sessions have hugely benefited from	2, 4

	this in terms of well being and this has led to greater involvement in the classroom, in some cases, fewer behaviour incidents and greater parental involvement.	
Trauma / play therapy support - 1:1, small group and parent sessions, parent workshops	This post has proved successful in raising engagement, safety and self esteem with children.	2, 4, 6
Support towards trips, clubs and residential	For the majority of our pupil premium pupils, the only time away from home during the year are on a school residential. These are important occasions for children and allow them to develop in many ways. Places on the residential trips are heavily subsidised.	2
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: £42,650

Service pupil premium funding (optional)

Measure	Details
How will you spend your service pupil premium allocation?	<p>Small group tutoring as part of the National Tutoring Programme to address gaps.</p> <p>Where families are facing Deployment we will work closely with them to create a bespoke package of support. This could include access to ELSA support and HSLW as required to support emotional wellbeing or activities such as memory/photo books to stay connected.</p>
Intended outcomes	<p>Small group tuition will be effective if it is targeted at pupils' specific needs. (EEF)</p> <p>Teachers will observe improvements in wellbeing amongst service children.</p>

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details actions that have currently taken place and the impact on outcomes (progress to date within the 3 year strategy) that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

1. Improved oral language skills and vocabulary among disadvantaged pupils.
 - NELI programme has been successfully implemented in EYFS with target group (post-programme data yet to be available)
 - Speech and language resources from Integrated Services used with target pupils
 - Use of EAL resources from OXSIT
 - Observations in class show some improved oral language (although still limited) among disadvantaged
 - Exposure to pattern and rhyme in daily sessions
 - Use of stem sentences in learning and correctly modelled language and speech has supported children with using the same

2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
 - KIVA programme being implemented across school (staff currently doing training)
 - Robust RSE curriculum in place building on previous year's work. Qualitative assessments show children are demonstrating more resilience.
 - Collective worship focusses on school values, British Values and wellbeing
 - Informal pupil voice and observations of children across school show anxiety levels have reduced post Covid. This is also evidenced in Pupil Progress Plans and QCA scores.
 - Plans for next year to complete QCA for all children 3x per year and complete a children's voice questionnaire to further promote wellbeing

3. Improved attainment across the school
 - Following Covid disruption from the previous 2 years, attainment across school is very inconsistent. Writing continues to be the weakest area and maths has the least consistent picture across year groups.

	Key Stage 1				Key Stage 2				
	Y1 Phonics	Reading	Writing	Maths	R+W+M	Reading	Writing	GPS	Maths
All pupils (Hagbourne)	73.3%	66%	47%	57%	50%	77%	60%	80%	73%
All pupils (national)					59%	74%	69%	72%	71%
PP (Hagbourne)	60% (3 out of 5)	67% (2 out of 3)	67% (2 out of 3)	67% (2 out of 3)	17% (1 out of 6)	67% (4 out of 6)	17% (1 out of 6)	67% (4 out of 6)	83% (5 out of 6)
PP (national)									

4. To reduce the knowledge gaps in core learning subjects
 - See National Tutoring programme data
 - See QCA data (on pupil progress plans)
 - Rigorous planning of core areas and PD for staff on writing and maths planning. In house teacher assessment data for each year groups shows an increase in the numbers of children reaching Age Related Expectations in reading, writing and maths. Writing (particularly in years 3 and 5) continues to be the weakest area.
 - Subject leadership focuses with pupil voice, planning scrutiny, observations and feedback have taken place across subject areas. Staff required to act on feedback. All staff involved in deep dives across the curriculum. Key areas on SDP of geography, history and science show more rigorous and robust planning to bein gto address gaps in non-core as well.

5. To achieve sustained improvements in supporting organisational skills
 - Attendance data continues to be severely impacted by Covid. Lateness in the mornings is a continued problem for a small number of families. Some families are receiving support from HSLW and therapeutic practitioner to support with morning routines and organisation.
 - Pupil profiles, informal observations, SEND/AfA reviews and QCA scores show some improvement although this is the start of the 3 year strategy journey.
 - Parent workshops run with families - next year, we will more specifically target some families

6. Improved confidence amongst disadvantaged pupils, leading to improved (and sustained) emotional resilience and emotional regulation.
 - Pupil profiles, informal observations, SEND/AfA reviews and QCA scores show some improvement although this is the start of the 3 year strategy journey. There are less children needing regular emotional checks ins, CAMHS support etc following nurture input and a focus on wellbeing in school.

7. Monitoring evidence improved gross and fine motor control
 - Motor skills intervention in Reception and year 1 - progress evidenced in handwriting and formal recording across the curriculum
 - Feedback from targeted individuals is reflected in targets being achieved on pupil progress plans particularly for some Achievement for All children.

8. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
 - Attendance data is severely impacted by Covid. Attendance data for the whole school continues to be broadly in line with national figures.
 - HSLW support for targeted families has begun to make a difference although this is inconsistent.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The Pupil Premium Action plan for 2020/21 details actions undertaken in that year and the associated impact.

Internal assessment data for 2020-21 was erratic reflecting the different experiences children and cohorts had as a result of school closures in the Spring / Summer terms of 2020 and Autumn / Spring terms in 2021. However, PP children largely continued to achieve lower than their non-PP peers in reading, writing and maths in most year groups. As is evidenced in schools across the country, children were negatively impacted by school closures and outcomes were not fully realised as interventions could not be delivered as intended - this was most detrimental to our disadvantaged families and children who did not have parental support with home learning. The impact was mitigated by our resolution to maintain a high quality curriculum including during periods of partial closure. Some PP children who were previously working at ARE or GDS were not consistently attaining this prior to return and / or during home learning. Many disadvantaged children were disengaged during the periods of lockdown despite being offered places in school, laptops, intervention support via remote learning and so on.

Pupil premium attendance was at 96% in July 2020 compared to 98% for non-PP. This is still broadly in line with the national average. Many PP children continued to attend school during the periods of school closure but not all but for others the gap between the two for persistent absence/absentees has increased.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	TT Rockstars
Lexia Core	Lexia Learning
White Rose Premium	White Rose Maths Hub
Mathletics	3P Learning

Literacy Shed Plus	Ed Shed
Phonics Bug	Pearson / Active Learn
National Online Safety	The National Education Group Ltd
Charanga	Wise Music Group
Twinkl	Twinkl
Coram Scarf	Coram Life Educations
Now Press Play	Now Press Play
CLPE	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create 'still photo books' and 'talking photo books' to stay connected to their deployed parent, and a memory box for if they move schools.</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.