



## HAGBOURNE CE PRIMARY SCHOOL

# Pupil Premium Strategy Review - 2022 / 2023

### Evaluation of activity this academic year

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 2022 to 2023 academic year.

*Results are not being used to hold schools to account. However, through the strategies applied last year, progress was made towards end goals with the vast majority of pupils making progress.*

*Pastoral support including HSLW, therapeutic practitioner and nurture work continued to be extremely needed Both interventions improved attendance and school engagement.*

we will measure whether they have been achieved.

| Intended outcome   | Success criteria   | Review 2022/23   |
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| 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> | <ul style="list-style-type: none"> <li>• Speech and language resources from Integrated Services used with target pupils</li> <li>• NELI not accessed in 22/23 due to staff changes</li> <li>• Use of EAL resources from OXSIT</li> <li>• Vocabulary has been a focus across school and particularly with children coming into EYFS. New Phonics Scheme (ELS) in EY and KS1 has improved exposure to wide range of vocabulary and reading levels and attainment are higher than previous years. Year 1 phonics scores above national (see below)</li> <li>• Use of stem sentences in learning and correctly modelled language and speech has supported children with using the same language</li> <li>• BPVS assessments to be completed again at the end of term with specific children</li> </ul> |
| To achieve and sustain improved wellbeing for all pupils in our school,  | Sustained high levels of wellbeing from 2024/25 demonstrated by:   | <ul style="list-style-type: none"> <li>• Robust RSHE curriculum in place building on previous year's work. Qualitative assessments</li> </ul>  |

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| <p>particularly our disadvantaged pupils</p>                  | <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations shows improved mental health and wellbeing</li> <li>● Improved QCA scores</li> <li>● a significant reduction in behaviour incidents/ bullying</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> | <p>continue to show children are demonstrating more resilience</p> <ul style="list-style-type: none"> <li>● Collective worship includes focus on school values, British Values and wellbeing</li> <li>● Pupil voice and observations of children across school show anxiety levels have continued to reduce. We have less referrals from parents and teachers for HSLW / Therapeutic practitioner support for anxiety</li> <li>● QCA for all PP children to be completed 3x per year and complete a children's voice questionnaire to further promote wellbeing</li> <li>● KIVA anti-bullying program has increased children's understanding of what bullying means and how to deal with it better. Questionnaire from program shows increased understanding</li> </ul>   |
| <p>Improved attainment across the school</p>                  | <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>  | <p>See data table below.</p>  |
| <p>To reduce the knowledge gaps in core learning subjects</p> | <p>Successful engagement with the tutoring programme.</p> <p>The assessment shows an increase of children at ARE.</p>   | <ul style="list-style-type: none"> <li>● Tutoring and intervention groups used across school: PP children targeted where appropriate</li> <li>● RtPs used to track progress in maths where needed and to ensure gaps in coverage are covered</li> <li>● Second year of embedding new curriculum plans has enabled children to build on previous learning. Revisit and review built into learning to support retention of key facts.</li> <li>● 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 from the start of the year. Writing data continues to be lower but broadly in line with national data</li> <li>● Deep Dives with external agencies and subject leads in maths, writing and history show children learning and retaining key information in line with progression documents</li> </ul> |

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|  |   | <ul style="list-style-type: none"> <li>● Planning shows evidence of revisiting gaps. Pre-teach and re-teach strategy used consistently to address gaps (see pupil progress plans)</li> <li>● Intervention teacher used to reduce gaps for specific children in maths, spelling and writing. Gap has reduced in some areas due to children grasping various concepts better in smaller groups</li> </ul>  |
| To achieve sustained improvements in supporting organisational skills  | <p>Feedback from targeted individuals is reflected in targets being achieved.</p> <p>Comparative assessments show improvement in organisation and sequencing skills.</p>  | <ul style="list-style-type: none"> <li>● Targeted work with HSLW and identified PP / disadvantaged families has improved organisation and punctuality of some families / children - mainly PP</li> <li>● Parent contracts used successfully with families to support punctuality and attendance</li> </ul>   |
| Improved confidence amongst disadvantaged pupils, leading to improved (and sustained) emotional resilience and emotional regulation. | <p>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</p>        | <ul style="list-style-type: none"> <li>● Pupil profiles, informal observations, SEND reviews and QCA scores show some improvement. There are less children needing regular emotional checks ins, CAMHS support etc following nurture input and a focus on wellbeing in school</li> <li>● Those children who have needed support have been referred to CAMHS more quickly this year</li> </ul>  |
| Monitoring evidence improved gross and fine motor control  | <p>Feedback from targeted individuals is reflected in targets being achieved.</p>   | <ul style="list-style-type: none"> <li>● Motor skills intervention in Reception and year 1 - progress evidenced in handwriting and formal recording across the curriculum</li> <li>● Feedback from targeted individuals is reflected in targets being achieved on pupil progress plans</li> </ul>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                    | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● 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%.</li> <li>● a reduction in the number of pupils who are persistently absent and the figure among</li> </ul> | <ul style="list-style-type: none"> <li>● Attendance data for the whole school continues to be broadly in line with national figures</li> <li>● HSLW support and parent contracts for targeted families has begun to make a difference although this is inconsistent</li> <li>● Where parents contracts have been unsuccessful, the attendance team have provided extra support</li> <li>● Headteacher has had termly meetings with attendance team to discuss issues and next steps</li> </ul> |

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|  | disadvantaged pupils to be inline with their peers. |  |
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### Attainment across the school

|                        | Key Stage 1 |         |         |       | Key Stage 2 |           |          |           |            |
|------------------------|-------------|---------|---------|-------|-------------|-----------|----------|-----------|------------|
|                        | Y1 Phonics  | Reading | Writing | Maths | R+W+M       | Reading   | Writing  | GPS       | Maths      |
| All pupils (Hagbourne) | 83%         | 62%     | 62%     | 69%   | 60% (TA)    | 64% (TA)  | 64% (TA) | N/A       | 70% (TA)   |
|                        |             |         |         |       | 63% (SAT)   | 76% (SAT) |          | 76%       | 80%        |
| All pupils (national)  |             |         |         |       | 59%         | 73%       | 71%      | 72%       | 73%        |
| PP (Hagbourne)         | 50%         | 33%     | 33%     | 67%   | 0%          | 0% (TA)   | 0% (TA)  | N/A       | 33% (TA)   |
|                        |             |         |         |       | 0% (SAT)    | 66% (SAT) | 0%       | 33% (SAT) | 100% (SAT) |
| PP (national)          |             |         |         |       |             |           |          |           |            |

### Review of 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   | Analysis of Progress   |
|---------------------------------|--|--|
| 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> | <p>Lesson visits, including those carried out with link governors, show children are receiving QFT. Pupils' placement in class is considered carefully, as is deployment of TAs. All teachers and TAs are aware of children entitled to PP funding and their needs.</p> <p>Teachers have been focusing on the lowest 20% of learners for reading.</p> <p>Most interventions were provided by the intervention teacher and planned with support of the teacher.</p> |

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|   |   | A range of TA led interventions are carefully pre/post assessed and reviewed with class teacher.  |
| 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.   | Ongoing work to ensure the wider curriculum is planned and taught to the highest possible standard and consider how children eligible for Pupil Premium funding are supported to access all subjects.<br>Whole staff subject reviews have supported this.<br>Due to updating the structure and content of non-core subjects in 2021- 22 and 22- 23, subject leaders have monitored planning and teaching of non-core to ensure PP children are considered and have their needs met. |
| Staff CPD and release time to enhance our 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. | Staff have engaged with training from Maths Hub, National College, PST, ELS etc to develop their own learning.<br>Made time to share / disseminate training to other staff.   |
| 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.   | RSHE provides the backbone to most of the work in school - both within lesson times and collective worship as well as unstructured times such as break and lunch times.<br>KIVA program has supported this area in KS2<br>Language of Zones of Regulation used across school.<br>Identified children received nurture support when required throughout the year.<br>Nurture TAs / HSLW / therapeutic practitioner support chd and provide strategies to support,                    |

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|  |  | escalating issues when needed. |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,000

| Activity   | Evidence that supports this approach   | Analysis of progress  |
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| 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)  | Two TAs have trained to provide National Tutoring and work with small groups. Two teachers also tutor small groups.   |
| 1:1 targeted support   | One to one tuition and small group tuition are both effective interventions (EEF)  | Two children (CWCF) receive 1:1 tutoring.   |
| Additional support in Early Years  | Teaching assistants can provide a large positive impact on learner outcomes (When deployed effectively) (EEF). NELI intervention proven effective.   | Additional TA support for children in EYFS. NELI not accessed this year due to staff changes. All children read regularly but PP chd read to an adult up to 4 times per week. |
| 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: |   |

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

Budgeted cost: £15,700

| Activity   | Evidence that supports this approach   | Analysis of progress   |
|--|--|--|
| Increased provision of clubs and extra curricular activities                     | Enrichment opportunities, additional participation and collaborative learning approaches can have a positive impact (EEF). | 100% of year 4, 5 and 6 PP children attended residential and day trips - part funded by school. Extra consideration / preference given to PP children for joining in school clubs, |
| 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.                               | Additional support given to families around mornings, organisation, uniform, routines, healthy lifestyles.   |

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| Forest School  | Trained forest school leader has proven successful in improving behaviour and well-being.  | Children supported with nurture groups for skills such as social skills, motivation, independence, friendships, learning behaviours, emotional regulation etc.  |
| 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 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. | Children who have attended nurture feel emotionally supported and have someone they can talk to. They are developing strategies to use independently when they are worried or struggling with emotional regulation.     |
| 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.   | Supported children who have experienced trauma to process their feelings and have strategies.   |
| 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.   | 100% of year 4, 5 and 6 PP children attended residential and day trips - part funded by school.<br>100% of PP children across the school from R-3 attended day trips with funding available for support where necessary |
| 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.   | Not needed this year although we have made referrals to the food bank for some PP families.   |