



HAGBOURNE CE PRIMARY SCHOOL

Pupil Premium Strategy Review - 2021 / 2022

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 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.