

## Pupil premium strategy statement

### School overview

Detail	Data
School name	Little Hadham Primary
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	<u>14.4%</u>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21-24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sinead Connolly
Pupil premium lead	Sinead Connolly
Governor / Trustee lead	Katherine Nellums

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32010
Recovery premium funding allocation this academic year	£ 3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,200

## Part A: Pupil premium strategy plan

### Statement of intent

At Little Hadham Primary School, we use the Pupil Premium to support individuals and groups of children who have been registered for free school meals at any point in the last six years, children who have been looked after continuously for more than six months and children of service personnel. Above all, our ultimate objective is that the school uses the Pupil Premium to support any individual/group of children who the school has identified as being socially disadvantaged and/or at risk of under achieving.

Our current pupil premium strategy plan is to ensure that the academic progress of children eligible for the Pupil Premium is carefully monitored using an internal tracking system, which in turn, informs our decision making with regards to providing evidence informed academic support and intervention for those, and all of our pupils, who, through our tracking, we identify as being in need of additional support.

However, we also understand that there are non-academic challenges that our pupils face that can also have an adverse impact on their access to learning, including, but not limited to: attendance, wellbeing, mental health safeguarding concerns and access to community links, which is why wider school experience such as attendance at clubs as well as opportunities to engage in extra-curricular activities is also monitored to ensure pupils at social disadvantage have a rich school experience. With this in mind, we work in conjunction with a number of external organisations, in order to ensure that children to have an enriched school life at Little Hadham Primary.

We have also used existing research and publications including those from the OFSTED Good Practice series, EEF research as well as materials published by Herts for Learning in order to help us understand the systems and approaches that work in relation to the attainment of specific groups of pupils.

At Little Hadham Primary, we are confident that a better school for all pupils is a better school for those from disadvantaged backgrounds, which is why being the best we can be, is our ultimate goal. In summary, the key principles of our strategy plan are:

- To ensure that the teaching and learning opportunities, in conjunction with targeted support, both academic and otherwise, at Little Hadham Primary meet the needs of all our pupils, underpinned by consistently high expectations for the achievement of all pupils, regardless of background.
- This in turn will lead to us closing the gap between pupil premium and non- pupil premium pupils, by the time our pupils leave us at the end of KS2.

The key principles of Little Hadham Primary's strategy plan, are in line with the EEF's Pupil Premium Guide, which recommends the adoption of a tiered model, focussing on:

- high-quality teaching

<ul style="list-style-type: none"> <li>• targeted academic support</li> <li>• wider strategies</li> </ul>
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## Challenges

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

Challenge number	Detail of challenge
1	Narrowing attainment gaps across core subject areas Reading, Writing, Maths including phonics screening and the multiplication check.
2	Under-developed oral language skills and vocabulary gaps among many disadvantaged pupils, impacting attainment and curriculum engagement
3	Social Disadvantage, including parental engagement and support, impacting engagement of disadvantaged pupils with wider curriculum enrichment, clubs and lower aspirations.
4	Low self-esteem/anxieties & emotional wellbeing impacting engagement with school activities, attendance and behaviour for some pupils

## 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
A narrowed gap in attainment and progress between our PPG pupils and their non-PPG peers, in school and nationally.	<p>PPG pupils will reach the expected standard for their year group in Reading, Writing &amp; Maths.</p> <p>PPG pupils in Reception, will make rapid progress upon entering our school, so that they are able to meet age related expectations and make the best possible start to the time with us.</p> <p>PPG pupils will pass their Phonics Screening (Y1) and Multiplication Check (Y4). Scaled scores of PPG pupils' SATs in Years 2 and 6 will be in line with their non-PPG peers.</p> <p>Targeted and bespoke CPD to support staff in all areas of the curriculum, with a focus on Phonics &amp; Early Reading, Maths Mastery &amp; the use of both EEF Pupil Premium Toolkit and OFSTED Research Reviews to support</p>

	the pedagogy behind our teaching and learning approach at Little Hadham Primary.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in lessons, book scrutiny and ongoing formative assessment. Clear vocabulary progression built into teaching of English across the whole school, building on foundations in EYFS
All pupils will be able to access what school offers including curriculum enrichment experiences and wider clubs.	High engagement with families. Pupils access the wider curriculum/enrichment opportunities. A significant increase in participation in enrichment activities, particularly among PP pupils
Pupils will have a positive attitude to school and learning, demonstrating high levels of emotional resilience leading to positive behaviour choices and strong attendance.	95% attendance for all pupils. Good use of home learning programmes to build on learning completed in school (rehearse and consolidate). High quality nurture programmes and interventions used consistently, flexibly and regularly – alongside core teaching of emotional resilience through Zones of Regulation, Protective Behaviours and PSHE curriculum. Improved behaviour, increased participation in enrichment activities, and Pupil Voice demonstrate sustained high levels of wellbeing and pupils feeling safe, ready to learn.

### 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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going staff CPD	<i>"Ensuring that an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key to successful school and should rightly be top priority for pupil premium spending..."</i>	1,3,4

	EEF Guide to Pupil Premium (2019) Range of in-house CPD on pedagogy and effective interventions, underpinned by the following EEF research. <a href="https://educationendowmentfoundation.org.uk/publications/files/Publications/Pupil_Premium_Guidance.%20pdf">https://educationendowmentfoundation.org.uk/publications/files/Publications/Pupil_Premium_Guidance.%20pdf</a>	
Specific CPD: • Phonics  • Maths Mastery	All staff to have specific staff training on both Phonics and Maths Mastery and what these look like at Little Hadham Primary. Phonics (EEF: High Impact, Low Cost) approaches in particular have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a> Mastery approaches (EEF: High Impact, Low Cost) in Maths, at Little Hadham Primary, work alongside additional support. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a> “There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months progress...” EEF Teaching and Learning Toolkit	1, 3, 4
Quality of Reading Materials	Ensuring a high quality of reading books used in phonics and home reading books is key at Little Hadham, while an on-going investment of new and diverse books for our library and classrooms, will ensure that children are provided with a wide range of books to support their love and progress in reading	1, 3, 4
Times Tables Rock Stars	Children’s engagement continues to improve whilst using TTRS and this has also developed positive feedback from parents. This shows how effective this is and an essential part of learning and engagement.	1, 3, 4

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning support assistants and 1:1 tutors to lead targeted interventions for pupils. A significant proportion of the pupils who receive these interventions will be disadvantaged.	Small group and 1:1 tuition (EEF: High Impact, Moderate Cost) provide the ideal opportunity for providing targeted Pupil Feedback and bespoke academic support. This in turn improves both attendance and pupil well being, as individuals’ sense of worth and self-esteem improves.  “Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to	1, 2, 3, 4, 6

	classroom teaching, is likely to be a key component of an effective pupil premium strategy.” EEF Guide to Pupil Premium (2019)	
Targeted support of first quality teaching by effective learning support assistants so that support can be given within rather than outside of lessons. To include contact with parents and assistance with supporting pupils at home.	Progress is more marked when TAs support pupils in discrete well defined areas of work or learning. Findings suggest that support to individual pupils should be combined with supported group work that facilitates all pupils’ participation in class activities. The Impact of Adult Support Staff on Pupils and Mainstream Schools	1, 2, 3, 4
Essential Letters and Sounds Phonics and additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Supported by both the Jim Rose Review and EEF (High Impact, Very Low Cost), Little Hadham Primary’s investment in Essential Letters & Sounds, will allow for a high quality Phonics programme, underpinned by high quality CPD for all staff. Learning to read opens up the rest of a child’s primary education, so Early Reading is a key feature of our targeted academic support. Parents have also welcomed support and guidance in learning about our Phonics programme and how they can best support their child with this at home.	1,2, 3, 5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	4

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

Budgeted cost: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing focused nurture support sessions, deployed by a trained Learning Support Assistant – 3 hours provision a week,	The nurture session serves the function of bringing home and school together and plays an important role in supporting the school, parents and children. It is a model that we have found to be particularly effective in	3, 4, 5

to include planning time for sessions	meeting the needs of some of our most vulnerable and challenging children	
Continue to establish action plans to remove barriers to good attendance – this will include supporting attendance at before and after school clubs to encourage attendance at school	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	1, 3, 4
Providing support from staff, parents and pupils from Aspects – training, home visits and support for pupils.	The effects of disadvantage or adversity in early life can be negative, but they are by no means universal or irreversible and parents via the family support worker	3, 4
Provide therapy sessions for pupils requiring additional support. Choice of therapy provide dependent upon needs of pupil.	Pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals	2, 4

**Total budgeted cost: £ 32,500**

## 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 2022 to 2023 academic year.

Improved attendance	The overall attendance of PP pupils in 2022- 2023 was 81.67% which is below the national average of 93.7% for all pupils. However, it is improved from the previous year by 8%.																		
Improved phonics in KS1	The overall phonics score was 90.9%  Percentage of pupils meeting the expected standard nationally in the phonics screening check in year 1=79%																		
Attainment in reading to be at least in line with national expectations	The reading result in KS1 is 81%  Percentage of pupils meeting the expected standard nationally in reading TA = 68%																		
Attainment in maths to be at least in line with national expectations	The maths result in KS1 is 76.2%  Percentage of pupils meeting the expected standard nationally in maths TA = 70%																		
Attainment in writing to be at least in line with national expectations	The writing result in KS1 is 71.4%  Percentage of pupils meeting the expected standard nationally in writing TA = 60%																		
Attainment in KS2 SATS to be at least in line with national expectations																			
	<table><tr><th>Subject</th><th>Expected Standard: school (2023)</th><th>Expected Standard: nationally (2023)</th></tr><tr><td>English reading</td><td>100%</td><td>73%</td></tr><tr><td>English grammar, punctuation and spelling</td><td>95%</td><td>72%</td></tr><tr><td>Mathematics</td><td>100%</td><td>73%</td></tr><tr><td>English writing (teacher assessment)</td><td>80%</td><td>71%</td></tr><tr><td>Science (teacher assessment)</td><td>100%</td><td>80%</td></tr></table>	Subject	Expected Standard: school (2023)	Expected Standard: nationally (2023)	English reading	100%	73%	English grammar, punctuation and spelling	95%	72%	Mathematics	100%	73%	English writing (teacher assessment)	80%	71%	Science (teacher assessment)	100%	80%
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## 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
One to One maths	Third Space learning
Essential Letters and Sounds	Oxford owls