

Hauxton Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

School overview

Detail	Data
Hauxton Primary School	
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021-2025
Date this statement was published	30 th December 2021
Date on which it will be reviewed	30 th December 2025
Statement authorised by	Sasha Howard
Pupil premium lead	Sasha Howard
Governor / Trustee lead	Joshua Matthew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£26,640

Part A: Pupil premium strategy plan

Statement of intent

At Hauxton Primary School, we believe in being the best we can be. Our aim is to provide a stimulating and values based learning environment in which all our pupils become: confident, motivated, adaptable, curious, energised, independent learners. We aim for our disadvantaged children to:

- Make strong academic progress in reading, writing and maths, so that they are well prepared to thrive in the next stage of their education.
- Make strong progress in the wider curriculum, by having access to a broad range of subjects, which are well sequenced and progressive.
- Flourish socially and emotionally, by providing support to develop their mental health when necessary.

It is important that our ultimate aims for disadvantaged children are ambitious and aspirational. All stakeholders are committed to ensuring that there are no limits set on children's capacity or achievements, and are aware that children only get one chance at primary education.

High-quality teaching is at the heart of our approach. 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. We aim for our teachers to have access to the best quality training and development, so that all children flourish and make strong progress.

Challenges

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

Challenge	Detail of challenge
1	Assessments and observations indicate that vocabulary acquisition for disadvantaged children is lower than that of their non-disadvantaged peers. This is evident in Reception and continues into Key Stages One and Two.
2	Teacher monitoring highlights that disadvantaged children read less at home than their peers, which means they develop fluency and comprehension skills at a slower rate. This then impacts their ability to access other curriculum areas, such as history and science.
3	Social and emotional development needs can be higher for eligible pupils, particularly those who are LAC or post LAC, which can slow progress and learning stamina.
4	Teacher monitoring highlights that disadvantaged children have limited access to wider enrichment activities and as a result, decreased cultural capital – trips, extra curriculum activities.
5	Whole school closures as a result of the Covid-19 pandemic impacted more on disadvantaged pupils than their peers. Upon the return to school, teachers quickly noted that, as well as the significant gaps as a result of missed learning, disadvantaged children had missed out on enrichment opportunities and wider social experiences. In some cases, this led to greater disengagement with school life, weakened social relationships and impacted mental health.

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 1	Success criteria
<ul style="list-style-type: none"> • To secure high quality teaching for disadvantaged pupils with identified communication and language needs. • Disadvantaged pupils are identified in each year group within class profiles and Pupil Progress Reviews. • Leaders and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles. • Disadvantaged children with under developed language receive targeted intervention to accelerate progress. 	<ul style="list-style-type: none"> • Combined reading writing and mathematics outcomes of disadvantaged pupils are in line with identified year group targets and those with additional needs make expected or accelerated progress. • Children who receive targeted intervention for SCLN, make the expected progress and maintain the gains post intervention. • Work scrutiny shows that children are using language and vocabulary across the curriculum.
Intended outcome 2	Success criteria
<ul style="list-style-type: none"> • High aspirations and expectations are in place for all pupils. All children, particularly those eligible for PPG, are motivated to learn and have strategies to cope. • Target setting reflects children's Early Years GLD attainment and KS1 results; specifically Literacy. • Effective teacher targeting is in place to challenge previously exceeding children and accelerate progress of children with potential. • Effective targeted support from leaders and school interventions for all year groups. 	<ul style="list-style-type: none"> • Disadvantaged pupils' attainment is in line with national for this group. • All disadvantaged pupils who attain GLD at the end of EYFS and GDS in KS1 make the transition to greater depth in KS2 with a proportion of home-grown children making accelerated progress. • Accelerated progress for children in receipt of interventions and other targeted support including school led tutoring.
Intended outcome 3	Success criteria
<ul style="list-style-type: none"> • All pupil premium children with SEMH needs are identified and given support and intervention. This includes quiet well behaved children who may have underlying needs such as anxiety. 	<ul style="list-style-type: none"> • All children have appropriate support and identification for SEMH needs. • Eligible children are priority for targeted intervention.

Intended outcome 4	Success criteria
<ul style="list-style-type: none"> • Continue to provide enrichment experiences for learning that children would not usually experience including local trips, visit to the theatre, residential trips. • Classroom coverage of the curriculum reflects the intent to increase cultural capital. 	<ul style="list-style-type: none"> • Pupils demonstrate positive attitudes to learning. Evidence to be found in pupil voice surveys and learning walks. • Maintained and increased access and participation in high quality wider curriculum opportunities is planned into curriculum provision.
Intended outcome 5	Success criteria
<ul style="list-style-type: none"> • Disadvantaged children to access intensive catch up support to reduce the learning gaps created from school closures. • Disadvantaged children identified for waves of intervention to reduce their learning gaps. 	<ul style="list-style-type: none"> • Accelerated progress for children in receipt of interventions and other targeted support including tutoring. • Disadvantaged pupils' attainment is in line with national for this group.

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: £14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Curriculum Lead to further develop teaching and learning across the school – modelling, team teaching and supporting (Curriculum Lead out of class for half a day a week)	Research shows that: ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF Effective Professional Development Guidance Report Oct 21	1,2,3
Core Subject leads further develop teaching and learning across the school – modelling, team teaching and supporting whole staff training (Coaching and training time)		
Whole staff training in Mental Health support, therapeutic thinking and trauma training	Research shows that: ‘Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months’ additional progress. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.’ EEF Meta-cognition and self-regulation	1,2,3 & 4
		1,2,3 & 4
To secure new phonics provision in Year R & 1 building on our phonics success and ensure fidelity to the programme (Little Wandle) to secure provision for our bottom 20% readers/writers.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Phonics	1,2,3 & 4

Daily sensory integration intervention.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: EEF Special Educational Needs in Mainstream Schools	1,2,3 & 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality Assured school led intervention including First Class @ Number 2, Success @ Arithmetic Calculation	Research shows that: 'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.' EEF Small group tuition	1,2 & 5
Daily reading and phonics for KS1 pupils with low EY reading profile scores, or who are not on track to make progress.	Research shows that: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF Phonics	1
In class additional support for pupils who are not on track to meet the expected standard.	Research shows that: 'A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.' 'Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.' EEF Collaborative learning approaches & Reading comprehension strategies	1, 2, 3
Increased hours of pastoral support to provide further focused support with pupils to build resilience, confidence and provide nurturing environment; zones of regulation; deal with anxieties particularly from lockdown.	There is a huge need for pastoral support, particularly following the pandemic. The pastoral needs are evident in our disadvantaged pupils with many experiencing difficult home circumstances and reluctance to leave families. In the morning, there have been a growing number of children not wanting to come in/school refusal demonstrating anxiety etc. Our pastoral team is supporting pupils with lifelong strategies.	3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding provided towards school trips, residential visits, peripatetic teaching, external clubs e.g. musical instruments and resources	Research shows that: 'There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.' EEF Arts Participation & Physical activity	4
Funding for eligible pupils for settling hour before school and social support after school.	There is some evidence that providing funded before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: The EEF has independently evaluated the Magic Breakfast programme .	3, 4
Early access to therapeutic support including Music Therapy and solution focussed coaching.	Research shows that: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.' EEF Social and emotional learning	3, 4
Funding for all eligible children to access milk and snack daily.	Government legislation	4

Total budgeted cost: £26,640

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 2023 to 2024 academic year.

Early Years

One eligible child did not achieved GLD, versus 67% of the whole cohort.

Key Stage 1

Year 1 – 100% of disadvantaged children (1 eligible) passed the Phonics Screening Check, versus 73% of the whole cohort. Year 1 children were positively impacted by phonics professional development in the context of our new DfE approved programme.

Year 2 (Teacher Assessment informed by KS1 SATs): 100% of disadvantaged children (1 eligible) met ARE, versus 50% of the whole cohort, 3 of whom also has SEND.

Subject	EXS+(6)	EXS+ SEND(3)	Pupil Premium EXS+ (1)
Reading	50%	100%	100%
Writing	50%	100%	100%
Maths	50%	100%	100%
Combined	50%	100%	100%

Key Stage 2

Of the three eligible children. A small number of pupils have had their emotional and social wellbeing supported very closely. As a result of the support they have received, they have been able to engage in learning and continue to make progress, despite often challenging circumstances.

Subject	EXS+	Pupil Premium EXS+ (3)	Pupil Premium EXS+ (No SEND - 1)
Reading	87%	33%	100%
Writing	53%	33%	100%
SPaG	87%	67%	100%
Maths	80%	67%	100%
Combined	53%	33%	100%

Attendance

2022-23	Attendance %	Unauthorised Absence %	SEND Attendance %
Pupil Premium	91.6%	5.9%	88.2%
All pupils	94.4%	1.4%	88.6%

All eligible pupils had access to funded sports club participation at lunchtime and after school.

All eligible pupils attended residential and local school visits.

Teacher monitoring shows a decrease in incidents of poor behaviour from pupils accessing therapeutic intervention and counselling

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
Little Wandle Phonics	Little Wandle Letters and Sounds
Opening Worlds Curriculum	Haringey Education Partnership

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information

There is a growing evidence around the impact of school closures on the learning outcomes of pupils. National research shows a consistent pattern:

- Pupils have made less academic progress compared with previous year groups
- There is a large attainment gap between disadvantaged and non- pupils, which seems to be growing
- Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.

While many studies show similar learning effects between English and mathematics learning, some studies – including the analysis commissioned by the DfE on autumn term outcomes do indicate some increased learning loss for mathematics. Most studies have taken place in primary schools.

Studies from NFER, Department for Education and RS assessment show continued negative learning impacts in the 2021 spring term compared to previous years, and larger gaps for disadvantaged pupils. A recent study from RS Assessment showed that gaps in attainment were smaller at the end of the 2021 summer term for most primary year groups, when compared to the spring term, however gaps still existed, with younger pupils showing the largest drops in attainment. The study shows large gaps in attainment have continued to grow for disadvantaged pupils.

There is also evidence that, while disadvantaged pupils may have been harmed disproportionately by school closures, they did not receive disproportionate recovery in Autumn term 2020 (although it should be noted that this term did not represent a return to normal school for many pupils and teachers).

EEF research [examining the potential impact of school closures on the attainment gap](#):