

Pupil premium strategy statement 2023-24



HATFEILD PRIMARY SCHOOL PUPIL PREMIUM GRANT (PPG) STRATEGY 2023-24

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.

What is Pupil Premium ?

Pupil Premium funding supports the way Hatfeild School can provide for key groups of pupils so they can achieve their full potential. The funding is used to provide a range of experiences and support for children to meet their needs. Some pupils require extra support and we use the Pupil Premium Grant to ensure that we can provide for this.

Information:

Pupil Premium funding is allocated each year (beginning on 1st April). The funding is based on the number of children who are eligible in October and revised in January.

Children eligible for the Pupil Premium:

- Children eligible for Free School Meals at any time in the last 6 years. (Ever 6) / Looked After Children (LAC) / Reception children eligible for Free School Meals / forces children.

School overview

Detail	Data
School name	Hatfeild Primary School
Pupils in school (October census 2023)	379
Proportion of disadvantaged pupils (October census)	65 -17%
Statement authorised by	Anita Saville
Pupil premium lead	Alice Waterman
Governor lead	Yasmin O'Connor

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2022-23	£ 80, 930
Pupil premium funding allocation academic year 2023-24 (from October census)	£ 91, 620

Part A: Pupil premium strategy plan

Statement of intent

At Hatfeild we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

Our key objective in using the Pupil Premium Grant is to diminish the differences (narrow the gaps) between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations, we always continue to extend that learning further to ensure that they reach higher levels of attainment and progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement. To break down barriers to learning and support academic attainment, we aim to develop a good level of personal development (self-organisation, confidence, motivation, concentration, aspiration, resilience, resourcefulness, perseverance, collaboration and team work).

Our Approach

Money has been ring-fenced and used to benefit all disadvantaged pupils. We have established clear lines of responsibility with a member of the senior leadership team and a link governor taking responsibility for Pupil Premium.

At Hatfeild we have planned our spending carefully to ensure that it has been spent to maximum effect. This has meant making informed decisions about our spending such as:

- Ensuring that spending is directly linked to gaps in attainment;
- Making use of our own data to expand existing interventions;
- Making sure there is at least good teaching on a day to day basis;
- Making use of research; such as the EEF toolkit: when evaluating interventions and considering the implementation of new interventions.

All staff are aware of areas for development in the school in terms of subjects, year groups and they know which children are their children to focus on.

Money is used to benefit all disadvantaged children and supports higher as well as lower ability children by extending provision on offer. This includes those children who may be more vulnerable, i.e., external / economic / medical / SEN factors, and so on.

Challenges

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

Challenge number	Detail of challenge
1. In-School Barriers	<p>A. Pupils with more than 1 indicator (SEN + EAL + PP)</p> <p>B. Below expected levels of reading skills upon entry: including phonics skills. C. Below expected levels of writing skills upon entry.</p> <p>D. Low levels of spoken language from early stages of development. E. Identification of other pupil's / pupil groups who may be disadvantaged however they do not qualify for PPG (i.e, asylum seekers, young carers, Children on a Child Protection Plan, and so on).</p>
2. External Barriers	<p>A. Mobility; % of in-year admissions are from overseas with little or no English. B. Engagement of parents from this PP pupil group.</p> <p>C. Poor Attendance from pupils within the PP disadvantaged group.</p> <p>Attendance rates for pupils eligible for pupil premium are below the national average for all children. This reduces their school hours and impacts learning, progress and attainment.</p>
3. Mental health and well-being	<p>A. Social and emotional issues for some pupils eligible for the pupil premium affect their learning behaviours and this has a detrimental effect on their academic success.</p> <p>B. Use effective strategies to support the mental health and wellbeing of pupils eligible for the pupil premium so that they are able to focus on learning in order to achieve their academic potential</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, rapid Progress outcomes for disadvantaged pupils in Reading (including Early Reading)	<ul style="list-style-type: none"> Accelerated or expected progress for 90%+ PP children in reading. To ensure the teaching of reading is at a consistently high standard across the school to enable pupils eligible for Pupil Premium to make expected progress in reading so that the gap in attainment is diminished. Reading outcomes for all PP children improves: <ul style="list-style-type: none"> Disadvantaged pupils achieve in line with national 'AT' expected. % gap achieving higher standard diminishes. Greater % of disadvantaged pupils achieving greater depth in reading at the end of KS1 and 2.

Improved, rapid Progress outcomes for disadvantaged pupils in Writing	<ul style="list-style-type: none"> Improved writing outcomes for all pupils across the whole school. 90%+ PP children making expected or better progress in writing. Greater % of disadvantaged pupils achieving greater depth in writing.
Improved, rapid Progress outcomes for disadvantaged pupils in Mathematics	<ul style="list-style-type: none"> Improved mathematics outcomes for all pupils across the whole school. 90%+ PP children making expected or better progress in mathematics. Greater % of disadvantaged pupils achieve greater depth in mathematics.
Improved, rapid Progress outcomes for disadvantaged pupils in Phonics	<ul style="list-style-type: none"> 90%+ Year 2 pupils achieving the Phonics Check Year 1 Phonics Check in June 2024, in-line or above national data.
Rapid progress of disadvantaged pupils entering school with low levels of communication, speaking and listening.	<ul style="list-style-type: none"> Increased % of pupils achieving GLD –inline or above local and national. Increased % of pupils make expected or better progress in Listening and Attention, Speaking, Understanding.
Equality of opportunities for all.	<ul style="list-style-type: none"> All PP children to have experienced at least 1 residential visit in their time at Hatfield Primary School.
Increased engagement of parents / carers of disadvantaged pupils.	<ul style="list-style-type: none"> Parents become more confident when supporting their own children's learning at home. Increased percentage at parents attending the workshops. Increased percentage attendance at Parent evenings.
Increased engagement from the disadvantaged group of pupils.	<ul style="list-style-type: none"> Children ready for learning. Improved cultural capital – readiness for life. Improved attendance and punctuality from the PPG pupil group, in line with whole school % attendance of 96%+.

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: £56, 085 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Identifying and tracking pupils with more than 1 indicator (SEN + EAL + PP)	<ul style="list-style-type: none"> □ When needed, more children with both PP and SEN to be assessed by either an Education Psychologist (EP) or the Learning Behaviour and Language (LBL) service in order for the school to progress with an EHCP application or to provide individual targeted support for the child in school. □ Staff to have clear SEN School Support Plan targets for PP children. These targets must be SMART. □ Teachers identify these pupils on their planning and show a clear structure to their support in order for the children to make progress every day. 	<ul style="list-style-type: none"> □ Buying in extra credits to use on EP and LBL
Below expected levels of writing skills upon entry with the disadvantaged pupil group.	<ul style="list-style-type: none"> □ Informal coffee mornings for parents to come in and discuss ways in which they can engage with their child's learning. □ Improve quality first teaching of writing. □ Develop Jane Considine's ' <i>The Write Stuff</i> ' and <i>Spelling programme</i> to roll out across the school. 	<ul style="list-style-type: none"> □ Costs linked to training of whole staff. □ Cost of support texts for effective implementation. □ Courses to improve teaching quality.
Low levels of spoken language from early stages of development, particularly from the disadvantaged group.	<ul style="list-style-type: none"> □ EEF Oral Language interventions research-NELI □ Support for EYFS staff and pupils by a specialist Speech and Language Therapist. □ Provide a workshop for EYFS and Year 1 parents so that they can support their child with early language skills. □ Research / improve pedagogy around early language acquisition. □ Ensuring the learning environment has a strong emphasis on this. □ Support for our EAL community such as use of interpreters, translated documents, links to same language families in the school community. 	<ul style="list-style-type: none"> □ Training costs from a speech and language therapist.

<p>Identification of other pupils / pupil groups who may be disadvantaged however they are not entitled to PPG. (ie, Pupils on CP/CIN, young carers, etc.)</p>	<ul style="list-style-type: none"> □ Continue to use MyConcern safeguarding software in school – ensuring all staff members log concerns around children promptly. Immediate / appropriate actions can then be taken. □ CP/CIN pupils provided with ELSA sessions; (Emotional Learning Support). □ Involvement of other external services to support; School Nurse, Young Carers, CAMHS, etc) □ Jigsaw4U counsellor one day a week. □ Specialist behaviour support worker one day a week and running training on Zones of Regulation and Attachment and Trauma 	<ul style="list-style-type: none"> □ ELSA training / update of training for our Emotional Learning Support Assistants. (ELSA's)-see below □ Jigsaw4U counsellor costs. □ Specialist behaviour support worker <p>Jigsaw4U = £8, 625 for 1 day a week per year (75% of the cost)</p> <p>Specialist behaviour support worker £11,400 (75% of the cost)</p>
<p>Below expected levels of reading skills upon entry: including phonics skills.</p> <p>Disadvantaged pupils not reading daily at home.</p>	<ul style="list-style-type: none"> □ Improve quality first teaching of reading and phonics skills. □ Parental engagement- Provide Parent workshops for how they can support at home. □ Use Perceptual Reading to target those most vulnerable. □ Use SiMS data analysis and national data to ensure that the correct children are targeted with interventions. □ Toe-by-Toe reading used as a 1:1 intervention with identified PP children. □ Encourage volunteers to come in to school as a reading support. □ Monitor phonics data closely – particularly the PP group. □ ALL PPG children to receive a reading book during the year □ Teacher providing targeted reading support for identified PP children 0.5 days a week 	<ul style="list-style-type: none"> □ TA to deliver targeted interventions. □ Cost of a set of books per PP child. <p>TA costs for specific interventions= approx. £28, 764 .1 TA across all school-35hrs a week</p> <p>65 x £6= £390 Cost of supply teacher 0.5 days a week £110 x38= £4, 180</p>

High mobility; high % of in-year admissions are from overseas with little or no English.	<ul style="list-style-type: none"> ☐ Trained TA / teacher to ensure that children are assessed accurately upon entry and are given an entry profile. ☐ EAL co-ordinator to support with identifying the EAL need. ☐ Well scaffolded work to support. 	<ul style="list-style-type: none"> ☐ Translators ☐ Bi-lingual resources <p>Translator=£25 per hour 8 sessions allocated £200</p>
Engagement of parents from this disadvantaged pupil group.	<p>Parent workshops planned (Spring 2023)</p> <ul style="list-style-type: none"> ☐ Supporting your child with Phonics. ☐ Supporting your child with reading (Early Years and KS1, then KS2) ☐ How to support your child if they have SEN. ☐ Supporting your child in mathematics. ☐ How to keep your child safe online. ☐ Supporting your child with writing (separate EYFS+KS1 and KS2) ☐ Becoming a volunteer in school. ☐ Supporting your EY or Year 1 child with language skills. 	<ul style="list-style-type: none"> ☐ Supply cover for specific teachers to plan and then run the workshops.
Ensure PP group have the same opportunities as their peers.	<ul style="list-style-type: none"> ☐ Increase the number of PP children attending a residential trip to develop resilience and stamina for learning. ALL PP pupils will be invited to have the cost covered of one residential either in Year 5 or Year 6. ☐ Target a child's cultural capital self-organisation, motivation, confidence, concentration, aspiration and resilience; through use of PSHE, assemblies, 1:1 conferencing, theme days, sharing of personal experiences, and so on. ☐ Support families with costs involved with school meals, After School Club (ASC) and Breakfast Club (BC). 	<ul style="list-style-type: none"> ☐ Residential trip costs trip plus possible clothing / accessories. ☐ Cost of individual PP children attending ASC / BC ☐ Covering cost of lunches for PPG children who are no longer FSM. ☐ Covering the cost of lunches for other disadvantaged groups of children. Payment of Tesco vouchers for FSM

		<p>pupils who may be self-isolating</p> <p>Residential trip subsidising £1021</p> <p>Off site visit subsidising £650</p> <p>ASC/BC approx. £855</p>
<p>Ensure good attendance and punctuality from the disadvantaged pupils group.</p>	<p>☐ Close relationships built with the families.</p> <p>☐ As a school, be aspirational and ensure the children understand the importance of coming into school daily.</p> <p>☐ Liaise with Children and Family Services if support is needed beyond the school gate.</p>	<p>☐ Buy in extra Education Welfare Officer (EWO) support.</p> <p>☐ Silver awards Breakfast of attendance of 96% or above, and a book voucher for 100%.</p>

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

Budgeted cost: £43, 827 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading across the school improving inference skills, particularly with PP group.</p>	<ul style="list-style-type: none"> • EEF Reading comprehension strategies research • EEF Phonics strategies research ☐ Literacy Trust Research – December 2021- Reluctant Girls Readers. • Phonics and Early Reading skills in Early Years and Key Stage 1. Buying in Read Write Inc in September 2022. Replenishing books required. • Train and embed phonics interventions NELI. • Establish Read Write Inc in Key Stage 1 and EYFS. • High quality texts being used for ALL pupils during Guided Reading sessions and quality first teaching 	<p>2 - Disadvantaged pupils not reading daily at home.</p> <p>2 - Encouraging parental engagement with wider reading, supporting phonics and with home work / remote learning.</p> <p>Cost of TA to deliver the NELI programme: £15, 545</p>

	of reading and phonics.	
Gaining a consistent approach to writing engaging PP pupils in the writing process.	<ul style="list-style-type: none"> Teachers and support staff more skilled in delivering high quality first skill-based writing opportunities. Training required. Resourcing Jane Considine's ' <i>The Write Stuff</i> ' to roll out across the school. Year 4, 5 and 6 trialling Jane Considine programme. 	
Supporting the higher than average level of emotional and wellbeing needs, alongside SEN need in Year 6 and Year 3.	<ul style="list-style-type: none"> Support for Y6 in morning with core subject learning-an additional teacher every morning for Literacy and maths 	Cost of an experienced teacher for 2 hrs a day-10 hrs a week X 39 weeks= £ 28, 282
Teaching and Learning Review	<ul style="list-style-type: none"> Teaching and learning reviews throughout the year with key co-ordinators/SLT 	Release of co-ordinators.
SEND Review	<ul style="list-style-type: none"> SENCO and ARP lead working with Merton ARP co-ordinator and Merton Specialist SEND teacher to improve in class SEND support 	Time to plan staff meetings and training

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

Budgeted cost: £14, 937 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement of parents from this disadvantaged pupil group	<p>Teacher release time to run Parent workshops:</p> <ul style="list-style-type: none"> Supporting your child with Phonics. Supporting your child with reading (Early Years and KS1, then KS2) How to support your child if they have SEN. <ul style="list-style-type: none"> Supporting your child in mathematics. How to keep your child safe online. Supporting your child with writing (separate EYFS+KS1 and KS2) Becoming a volunteer in school. Supporting your EY or Year 1 child with language skills. 	<ul style="list-style-type: none"> Costs for supply cover to release a class teacher / expert coordinator to run workshops. CPG Guides for Year 6 pupils-13 PP children X £12=£156

Ensure PP group have the same opportunities as their peers.	<ul style="list-style-type: none"> • EEF Outdoor Adventure Learning • Increase the number of PP children attending a residential trip to develop resilience and stamina for learning. • Target a child's cultural capital self-organisation, motivation, confidence, concentration, aspiration and resilience. • Support families with costs involved with school meals, After School Club (ASC) and Breakfast Club (BC). 	<ul style="list-style-type: none"> • Costs involved in paying for part or whole fee for After school care / Breakfast Club / hot lunch meals (for PP not entitled to FSM anymore). • Costs for individuals attending residentials plus possible contributions towards clothing, etc.
<p>Addressing barriers to learning:</p> <ul style="list-style-type: none"> • Lack of engagement. • Low self-esteem / lack of self confidence • Life aspirations • Mindset 	<ul style="list-style-type: none"> • EEF Social and Emotional Learning (SEL) research • Identifying pupils and providing ELSA / Jigsaw4U emotional support sessions 	<ul style="list-style-type: none"> • ELSA trained TA time. <p>Training additional 2 TAs for ELSA= £1,890 ELSA supervision- £12, 891</p>

Total budgeted cost: £114,849

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>To ensure recruitment and induction of new staff, including ECTs, is thorough and that any training needs are quickly identified and supported through use of staff meetings, INSET and external CPD.</p> <p>To ensure quality first teaching is embedded across the school to support the development of children's long term memory.</p> <p>To ensure enough time is allocated to allow for staff professional development.</p>	<p>Use of staff meetings and INSET to provide individualised and whole staff CPD.</p> <p>Additional cover provided where necessary.</p>
Targeted support	To ensure Inclusion Lead has adequate time and resources to support staff to meet the needs of individual children.	<p>Protecting Inclusion Lead and SLT non-class-based timetable.</p> <p>Use of PPA for meetings with Inclusion Lead.</p>
Wider strategies	Engaging the families facing most challenges are supported by the appropriate staff within the school (e.g. EHT / SLT, Inclusion Lead, Behaviour lead, Merton Wellbeing service etc)	Regular multi-agency Meetings to support targeted families.

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 2020 to 2021 academic year.

2022-23

- Introduction and training for staff for Jane Considine Writing
- Training staff for the use of Read Write Inc for rapid implementation-phonics results at the end of Year One: 83.3% overall and for 10PPG 60%
- Funding used to support pupils attending Breakfast Club/school trips - individual cases □ 2 extra ELSA's began training in Reception and KS2.
- Employment of a Specialist behaviour worker and Jigsaw4U worker to support pupils and staff.
- Data shows that End of Key Stage 2 attainment for PPG pupils (cohort of 9 PPG pupils)
Reading: 67% Average scaled score: 105.6
Writing: 44%
Maths: 56% Average scaled score: 99.6
R, W, M combined: 44.4%

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
NELI	Nuffield Early Language Intervention programme
R, W, I	R, W, I and Joseph Hood Primary School

APPENDIX:

2022-23	2023-24	2024-25
Provide good quality professional development to ensure Quality First Teaching.	Provide good quality professional development to ensure Quality First Teaching with a focus on SEND provision in class	Provide good quality professional development to ensure Quality First Teaching.
Recruitment and retention.	Recruitment and retention.	Recruitment and retention.
	Effective deployment of staff, Teaching Assistants to support key children and year groups-developing the role of specialist teaching assistant to run specific intervention-eg NELI, SALT, OT	
Support for 6 ECT's 1x Y6, 2x EYFS, 1x ARP, 1xY3, 1 on mat leave	Support for ECT+1 teachers and an ECT	
Welfare / well-being support ELSA training.	Training for 2 new ELSAs	
Structured interventions – Early Reading focus	Structured interventions – Reading and writing focus Providing educational support to PP children-additional teacher time and provision of books and revision guides.	
Identified 1:1 support-linked to SEND	Welfare / well-being support/use of behavior support worker and Jigsaw4U	
Pupils engaging in off-site visits and residential.		
Behaviour support for		
Cost of residential / off-site visits for individual cases		