

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Hatfeild
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	13% (as of 12/21)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	£86,045
Date this statement was published	1 <sup>st</sup> January 2022
Date on which it will be reviewed	31 <sup>st</sup> December 2024
Statement authorised by	Frieda Perry
Pupil premium lead	Vicki Tucker
Governor / Trustee lead	Yasmin O'Connor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,045
Recovery premium funding allocation this academic year	£9,570
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	£95,615

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body at Hatfeild Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

High-quality teaching is at the heart of our approach, with a focus on the areas in which our disadvantaged pupils require the most support. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Our Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals or who are classed as "disadvantaged" will be socially disadvantaged
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has been legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Our Context

Hatfeild Primary School is a local authority school in the London Borough of Merton. We have 419 children on roll, with 16 of those being in our ARP. We have 14% of children deemed to be "disadvantaged"; 6.7% of our children are on SEND support; 6.4% of our children have an EHCP; 19% of our children speak English as an additional language with 21 other first languages spoken.

	Intended outcome	Success criteria
1.	For disadvantaged children in our EYFS to achieve the same attainment and progress in speaking, listening and understanding as none disadvantaged children.	Sharp focus on disadvantaged children's language development in EYFS with priority for intervention programmes such as NELI and ECAT to support their attainment.
2.	For disadvantaged pupils to reach age-related expectations in reading and writing or to make at least 3 steps of progress over a year and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in R,W,M and Phonics. Those that have a SEND need will make at least expected progress from their individual starting points.
3.	For disadvantaged pupils in Year 6 to reach age-related expectations in maths or to make at least 3 steps of progress over a year.	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in maths and those with SEND to make at least expected progress from their individual starting points.
4.	For all disadvantaged pupils to attend school regularly and on time. Persistent absence below 1% and attendance in line with all pupils	There will be a consistently sharp focus by teachers and SLT on the attendance and punctuality of disadvantaged pupils. <ul style="list-style-type: none"> <li>• Attendance and punctuality of targeted pupils will improve to be in line with all pupils.</li> <li>• persistent absence will reduced to below 1%</li> </ul>
5.	To promote social and emotional development in disadvantaged children so that they are able to flourish and learn.	Identified children and their families have received support via in-school provision or through services such as TAMHs and Jigsaw 4 u. Teachers report that these children have an improved attitude to their learning and have developed positive self-esteem.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills in our EYFS
2	Weaker reading and writing in KS2
3	Weaker maths in year 6
4	Attendance and Punctuality issues
5	Social, emotional and 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.

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: £11,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Bespoke phonics training by Chesterton School – Teaching/Literacy Hub</i>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Phonics (+5 months)</li> <li>• Reading Comprehension Strategies (+5 months)</li> </ul> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> <li>• Early Literacy Approaches = +4 months</li> </ul>	1, 2
<i>Participation in the NCETM 'Mastering Number' programme</i>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> </ul> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> <li>• Early Numeracy Approaches = +6 months</li> </ul>	3
<i>Participation in the training to deliver the NELI programme</i>	<p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> <li>• Communication and Language Approaches = +6 months</li> </ul>	1
<ul style="list-style-type: none"> <li>• <i>Subject leadership time (cost of cover) 2 hours per week</i></li> <li>• <i>Coaching with ECTs (cost of cover -1.5 hours per week)</i></li> </ul>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.</p> <ul style="list-style-type: none"> <li>• Improving the quality of teaching—both the planning and implementation—is almost always</li> </ul>	ALL

	supported by high-quality professional development.	
<ul style="list-style-type: none"> <li>• <i>HLTA training for EYFS Teaching Assistant</i></li> </ul>	<p>Evidence for Education Endowment Foundation – Making the best use of teaching assistants</p> <ul style="list-style-type: none"> <li>• Improving the use of your current TA workforce is a better investment of Pupil Premium funds than employing more TAs</li> </ul>	1
<ul style="list-style-type: none"> <li>• <i>Specialist training for ARP staff to support behaviour, emotional regulation and wellbeing of children</i></li> </ul>	<p>Evidence for Education Endowment Foundation – Improving behaviours in schools – recommendations:</p> <ul style="list-style-type: none"> <li>• Evidence suggests that effective training for building classroom management expertise involves teachers or school staff: <ul style="list-style-type: none"> <li>• Reflecting on their own approach;</li> <li>• Trying a new approach; and reviewing progress over time</li> </ul> </li> <li>• Training teachers in classroom management practices can improve pupil behaviour in the classroom—and not just for those pupils most likely to misbehave.</li> <li>• There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</li> </ul> <p>EEF toolkit +4 EEF Improving Social and Emotional Learning in Primary Schools guidance report.</p>	5.

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

Budgeted cost: £49,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To deliver the NELI (Nuffield Early Language Intervention) intervention(20 weeks) in Reception</i>	<ul style="list-style-type: none"> <li>• The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost.</li> </ul>	1

	<ul style="list-style-type: none"> <li>• NELI has been identified by the EEF as a promising project.</li> </ul>	
<i>To deliver the ECAT programme to small, target driven groups in Nursery and Reception.</i>	<ul style="list-style-type: none"> <li>• The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</li> <li>• ECAT screening ensures the accurate information is shared on SALT referrals and appropriate next steps planned for individuals.</li> </ul>	1
<i>Early morning English group in Year 6 – directed by Year 6 teachers – 30 minutes 4 x week</i>	<p>Education Endowment Foundation – Making the best use of teaching assistants – summary of recommendations:</p> <ul style="list-style-type: none"> <li>• Use TAs to deliver high quality one to one and small group support using structured interventions – shows a consistent impact on attainment of approximately 3 to 4 additional months</li> <li>• Effective interventions – sessions are often brief (20-50 mins a week), occur regularly (3-5 times a week) and are maintained over a sustained period (8-20 weeks).</li> <li>• Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</li> </ul>	2
<i>Early morning English group in Year 4 – directed by Year 4 teachers – 30 minutes 4 x week</i>	<p>Education Endowment Foundation – Making the best use of teaching assistants – summary of recommendations:</p> <ul style="list-style-type: none"> <li>• Use TAs to deliver high quality one to one and small group support using structured interventions – shows a consistent impact on attainment of approximately 3 to 4 additional months</li> <li>• Effective interventions – sessions are often brief (20-50 minutes a week), occur regularly (3-5 times a week) and are maintained over a sustained period (8-20 weeks).</li> <li>• Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</li> </ul>	2
<i>Catch up Tuition programme – Year 6 maths focus – 1 day a</i>	<ul style="list-style-type: none"> <li>• Government funded and endorsed programme. "The National Tutoring Programme (NTP) supports schools by providing access to high-quality</li> </ul>	3

<i>week (1 hour in group of 4) with trained teacher</i>	<p>tutoring to help pupils whose education has been affected by the Covid-19 pandemic.</p> <ul style="list-style-type: none"> <li>• Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress” (National Tutoring Programme, 2021)</li> </ul>	
<i>Small group interventions across the school to support accelerated progress in phonics, reading, writing, maths</i>	<p>Education Endowment Foundation – Making the best use of teaching assistants – summary of recommendations:</p> <ul style="list-style-type: none"> <li>• Use TAs to deliver high quality one to one and small group support using structured interventions – shows a consistent impact on attainment of approximately 3 to 4 additional months</li> <li>• Effective interventions – sessions are often brief (20-50 minutes a week), occur regularly (3-5 times a week) and are maintained over a sustained period (8-20 weeks).</li> <li>• Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</li> </ul>	1, 2, 3

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

Budgeted cost: £34,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Lead/ELSA/Jigsaw 4 U play therapy</i>	<p>EEF toolkit identifies that the following all have a positive impact.</p> <ul style="list-style-type: none"> <li>• Behaviour intervention (+ 3 months)</li> <li>• Social and emotional learning (+ 4 months)</li> <li>• Metacognition and Self-regulation strategies (+ 7 months)</li> </ul> <p><i>Children who have additional needs associated with Social, Emotional and Mental Health</i></p>	5

	<i>need extra support to ensure they can access the curriculum</i>	
<i>EWO support purchased and Attendance Lead employed</i>	Significantly above average amounts of children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance	4
<i>Free school trips/subsidised residential trips and half price extra-curricular clubs</i>	<p>EEF toolkit identifies that the following all have a positive impact.</p> <ul style="list-style-type: none"> <li>• Social and Emotional Development (Average impact +4 months)</li> <li>• Arts participation (+2 months)</li> <li>• Outdoor adventure learning (+4 months)</li> </ul> <p><i>Children from lower income families may not be able to attend school trips/residential trips which will disadvantage their access to a broad and balanced curriculum</i></p>	5
<i>Half Price musical instrument tuition</i> <i>3 free PPG places with "Rock Steady" extra-curricular activity</i>	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5
<i>Book voucher for school book fayre for each PPG</i>	Every child should have the opportunity to read a wide range of high quality texts	1, 2, 5

**Total budgeted cost: £96,000**



## 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.

*Our internal assessment data for 2020- 21 suggest that the performance of disadvantaged pupils in Year 6 was lower than in previous years in all areas of the curriculum. However, our Pupils Premium data for Year 6 shows that our progress over the year, compared to non-PPG was strong: Writing (38% below, 31% expected progress and 31% accelerated progress), Reading (8% below (EHCP child who has moved on to specialist provision, 23% expected progress and 69% accelerated progress) and Maths (23% expected progress and 77% accelerated progress). In lower KS2 our attainment for PPG was in line with none PPG with progress also being in line with non-PPG. Attainment for PPG children in Year 4 was marginally better than for those who are non-PPG with progress being slightly stronger for PPG compared to non-PPG.*

*Our assessment of the reasons for the 2020-21 outcomes suggests the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore to the majority of our school cohort. The impact of this was mitigated by our effects to provide a high quality remote curriculum and extensive support to pupils.*

### 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
Times Tables Rockstars	TT Rockstars
TAMHs	CAMHs Merton
Jigsaw 4 U Play Therapy	Jigsaw 4 U, Merton

### 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