

## Pupil premium strategy statement

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	Hackbridge Primary School
Number of pupils in school	756
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Walford
Pupil premium lead	Kerry O'Doherty
Governor / Trustee lead	Sharon Roberts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£196,837.00</b>
Recovery premium funding allocation this academic year	£21,025.00
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	<b>£217,862.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Hackbridge Primary School, we have high expectations for ALL of our pupils. Pupil Premium (PP) funding is based on the context of our school and the subsequent challenges we face, alongside research conducted by the Education Endowment Foundation (EEF). Common barriers to learning for some disadvantaged children can be: less support at home, weak language and communication skills, a lack of confidence and attendance and punctuality issues.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The challenges are varied and there is no “one size fits all”.

High-quality teaching is at the heart of our approach at Hackbridge Primary School, with a particular focus on the areas our disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

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. This strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and achieve their full potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

## Our Pupil Premium Priorities

- We need to narrow the gap for those pupils in receipt of PP in our Early Years setting and embed a robust and consistent Early Reading Programme in our lower year groups, with fidelity.
- Allow all disadvantaged pupils to make or exceed nationally expected progress rates by narrowing the gap for those pupils not on track to achieve the expected standard at the end of Key Stage One and Key Stage Two. These gaps have widened following Covid 19 school closures.
- Ensure extra support to facilitate emotional and social development in addition to academic support.
- Continue to improve the attendance and punctuality of those children eligible for PP.
- Provide **ALL** pupils with a high quality ‘cultural capital’ offer.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
<b>1. Early Years Interventions / Early Reading Development</b>	We need to narrow the gap for those pupils in receipt of PP in our Early Years and lower year groups by embedding a robust and consistent Early Reading Programme, with fidelity. Basic skills for pupils entering Nursery or Reception are generally lower for PP pupils, especially in communication and language. This has been further impacted by school closures during the lockdown periods. Phonics and Early Reading Development – a streamlined approach is needed to deliver a consistent Early Reading programme (Little Wandle Letters and Sounds) and there is a need for quality CPD for staff delivering the programme.
<b>2. Catch-up Growth</b>	We need to ensure that all disadvantaged pupils make or exceed nationally expected progress rates by narrowing the gap for those pupils not on track to achieve the expected standard at the end of Key Stage One and Key Stage Two. This has been further impacted by school closures during the lockdown periods.
<b>3. Personal Development / SEMH</b>	We need to provide extra support to facilitate emotional and social development in addition to academic support. Pupils can have low levels of resilience and self-belief due to poor social and emotional skills. This has become an increasingly concerning issue during the Covid 19 pandemic.

<b>4. Attendance</b>	We will continue to improve the attendance and punctuality of those children eligible for PP. On average, pupils with PP have lower attendance than other pupils. This can lead to persistent absence. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
<b>5. Cultural Capital</b>	We will strive to provide ALL pupils with a high quality 'cultural capital' offer. Some pupils in receipt of PP have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may have limited access to books, libraries and technology (laptops, computers, WiFi etc.).

## 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
<p>1. Early Years Interventions / Early Reading Development:</p> <p>Communication, speech and language development interventions.</p> <p>Disadvantaged pupils make or exceed nationally expected progress rates.</p> <p>Higher percentage of pupils achieve expected standard in the PSC.</p>	<p>Continue Speech and Language intervention programmes in the Early Years (Talk Boost / NELI).</p> <p>Development of consistent approach to phonics across the school from Spring 2022 implementing the Little Wandle Letters and Sounds, Early Reading programme.</p> <p>The % of disadvantaged pupils achieving GLD in Literacy and Maths is at least in line with all other areas. By the end of KS1, the gap between disadvantaged and other pupils (in school and nationally) is closing in Reading, Writing and Maths.</p> <p>PP children will have attainment in line with non-PP children in the Phonics Screening Check.</p> <p>A significant proportion of pupils achieve the expected standard Reading, Writing, Maths, SPAG and RWM combined at the end of KS2.</p>
<p>2. Catch-up Growth: Quality First Teaching Intervention Teaching</p>	<p>Quality First Teaching in smaller classes will ensure a 'keep up not catch up' approach.</p> <p>To maintain robust tracking systems and ensure appropriate support and enhanced provision for those children most likely to leave our setting without the required basic skills.</p> <p>Intervention teaching to accelerate progress in basic skills, reading development and to revisit and revise the curriculum.</p>
<p>3. Personal Development / SEMH :</p>	<p>Using a restorative approach, we aim to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. Restorative approaches have been</p>

<p>Emotional Regulation Programme</p> <p>Lunchtime Clubs</p> <p>Extra–Curricular Clubs</p> <p>Performing Arts (Music Tuition)</p>	<p>found very effective in improving behaviour and learning in primary settings where implemented as a holes school approach.</p> <p>Lunchtime Clubs will incorporate the arts and build on talents and interests.</p> <p>PP pupils will attend a wide range of extra-curricular / after school provision.</p> <p>Specialist music tuition will ensure that ALL pupils engage in quality music lessons and participate in playing an instrument.</p>
<p>4. Attendance: To continue to review and improve attendance systems and strategies to ensure they are rigorous, fit for purpose and respond to the current and changing needs of the school and community, whilst encouraging full attendance and increase time in school.</p>	<p>Attendance and persistent absence for PP pupils is at least in line with national other pupils.</p> <p>Punctuality for disadvantaged pupils will be in-line with other pupils across school.</p>
<p>5. The Hackbridge Experience – Cultural Capital Educational visits and experiences will enhance learning and understanding for PP pupils across the school.</p>	<p>Extra-Curricular Clubs will build on pupils’ talents and interests to refine personal development.</p> <p>PP pupils accessing outdoor learning opportunities will demonstrate improved self-confidence and resilience, which will be seen in the classroom environment.</p> <p>Cultural experiences will be woven throughout the curriculum and opportunities for pupils to experience diversity and equality will be evident in our cultural capital.</p>

## 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: **£95,859**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching using the school Development plan(staff training; learning walks; peer observations; book scans; collaborative planning; year group moderation; PiXL approach to assessments; question level analysis; action planning; pupil progress meetings; fast feedback approach).</p> <p>CPD: Coaching for ‘Early Careers Teachers’ and SLT members / CUSP UNITY Curriculum/National College webinars.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p><b>EEF guide to the Pupil Premium - CPD/Quality Teaching EEF Teaching and Learning Toolkit (Feedback +6mths)</b></p>	<p>1, 2, 3,4,5</p>
<p>Early Years/ Key Stage 1 Interventions</p> <p>Oral Language Interventions (NELI &amp; I can Talk Boost)</p> <p>Implementation of the selected SSP: Little Wandle Letters and Sounds</p> <p>Additional TA support</p>	<p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development. The targeted use of approaches will support PP pupils to catch up with their peers, particularly when this is provided one-to-one.</p> <p><b>Evidence from Education Endowment Foundation Toolkit: Oral Language Interventions (+6 months)</b></p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole</p>	<p>1, 2, 3, 5</p>

	<p>language or alphabetic approaches). Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p><b>Evidence from Education Endowment Foundation Toolkit: Phonics (+5 months)</b></p> <p>Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to 1 2 3 5 learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>Evidence from Education Endowment Foundation Toolkit: Teaching Assistant Interventions (+5 months)</p>	
<p>Improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>High quality PSHE curriculum will aim to develop children’s skills whilst also building knowledge about particular aspects of life, for example, physical health or safety. PSHE can therefore provide valuable contexts in which to teach social and emotional learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><b>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) (+4 months)</b></p>	<p>1, 2, 3,4,5</p>

<p>Teaching for Mastery Mathematics (NCETM; curriculum development linked with staff training; facilitating a teacher research group with a number of local schools; EEF research project Maths Champions in the EYFS; Number Sense and Mastery Number resources).</p>	<p>EEF Guide to Pupil Premium - CPD/Quality Teaching “Mastery learning approaches have consistently positive impacts.”</p> <p><b>EEF Teaching and Learning Toolkit (Mastery Learning +5mths).</b></p>	<p>1,2,4,5</p>
<p>Reading focus across the school (following Jane Considine’s ‘Hooked on Books’ approach to reading; rich texts embedded into the curriculum; phonic decodable texts; explicit vocabulary and word awareness teaching in lessons; Bug Club online books available to all pupils; class rewards for reading frequency). to improve reading fluency and support the narrowing of the vocabulary gap.</p> <p>Libraries across both sites have been restocked with books to reflect the identity and realities of our whole school community.</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p> <p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.”</p> <p><b>EEF Teaching and Learning Toolkit (Oral Language interventions +6mths)</b></p> <p>“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.”</p> <p><b>EEF Teaching and Learning Toolkit (Phonics +5mths)</b></p> <p>School closures as a result of COVID-19 have had a huge impact on education, with primary school pupils experiencing a learning loss equivalent to between two to three months of progress for reading (Department for Education, 2021).</p> <p>This particularly affected access to books for children from disadvantaged backgrounds, where one in 11 say that they do not have a book of their own at home (National Literacy Trust, 2019).</p>	<p>1,2,3,5</p>

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

Budgeted cost: **£87,144.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NELI and I can Talk Boost to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <b>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</b>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <b>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</b>	1,2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high achievers.	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: <b>One to one tuition   EEF (educationendowmentfoundation.org.uk)</b> And in small groups: <b>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</b>	2,3,5
Small group tutoring led by 4 qualified teachers after school.	“Small group tuition has an average impact of four months’ additional progress over the course of a year... One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.” <b>EEF Teaching and Learning Toolkit (Small Group Tuition +4mths).</b> This is further	2,3,5

	supported by funding from the DfE School Led Tutoring Grant.	
Targeted intervention groups led by Qualified Teachers. Additional teacher funded for specific provision in Year 2 and 4.	<p>“Small group tuition has an average impact of four months’ additional progress over the course of a year... One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.”</p> <p><b>EEF Teaching and Learning Toolkit (Small Group Tuition +4mths).</b></p>	1,2,3
STAS and Learning Assistants offering targeted support during lessons across EYFS, KS1 and KS2.	<p>“Teaching assistants can provide a large positive impact on learner outcomes... Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.”</p> <p><b>EEF Teaching and Learning Toolkit (Teaching Assistant Interventions +4mths).</b></p>	1,2,3,4,5

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

Budgeted cost: **£31,493.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free early morning/lunchtime/after-school extra-curricular clubs	<p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.”</p> <p><b>EEF Teaching and Learning Toolkit (Arts Participation +3mths)</b></p>	3,4,5
Emotional and Mental Health: ELSA support led by DHT and trained staff; play therapy directed by DSL & DHT; supervision; Nurture groups; Multi-Family Group; support from Educational Psychologist when appropriate; Occupational Therapy supported in school by STAs; online safeguarding, including workshops for parents and sessions for pupils.	<p>“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. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage</p>	2,3,4,5

	emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.” <b>EEF Teaching and Learning Toolkit (Social and Emotional Learning +4mths)</b>	
Family Support Worker	<b>EEF Guide to Pupil Premium – wellbeing and EEF Teaching and Learning Toolkit (Social and Emotional Learning +4mths, Parental Engagement +4mths)</b>	1,2,3,4,
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Financial support for trips to enhance academic, personal and social development.	<b>EEF Guide to Pupil Premium – wellbeing</b>	3,4,5
Targeted enrichment activities to increase cultural capital such as Careers week, links with Wilsons Grammar School and Kingston University.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips, which can be subject to financial barriers for pupils from deprived backgrounds.  <b>Evidence from Education Endowment Foundation Toolkit: Interventions which focus on arts participation (+3 months).</b>	1,2,3,5
Free ‘Easter School’ on offer to the Year 6 cohort.	Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than	2,3,

	other types of extended hours provision. <b>Evidence from Education Endowment Foundation Toolkit: Extending the school day (+3 months).</b>	
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**Total budgeted cost: £214,496**

## 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.

#### Progress in Reading

Due to a widening gap for disadvantaged pupils in this subject area. A fully decodable approach to phonics and whole class reading will be embedded and enhanced. Opportunities for staff to observe lead teachers to ensure consistency across the school.

#### Progress in Writing

Due to a widening gap for disadvantaged pupils in this subject area. We will continue to embed TWS approach across the school. A writing pacer has been agreed for each year group. The pacer covers a range of genres to ensure good coverage and independent writing opportunities for assessment. Opportunities for staff to observe lead teachers to ensure consistency across the school.

#### Progress in Mathematics

Due to a widening gap for disadvantaged pupils in this subject area. We will use our maths mastery specialist and maths team to support quality first teaching. We will continue to focus on fluency in particular EYFS and KS1. We will be revisiting the 5 big areas of teaching for mastery including variation.

### Externally provided programmes

Programme	Provider
PiXL Primary	The PiXL Club Ltd
Number Sense	Number Sense Maths Ltd
Sumdog	Sumdog Inc
TT Rockstars	Maths Circle
Bug Club	Pearsons
Spelling Shed	Education Shed Ltd

## Further information (optional)

### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'prepare' phase to help us devise and develop a clear, logical plan and well-specified implementation plan to address our focus areas.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.