

Pupil Premium 3 Year Strategy Statement 2024-2027 2024-2025 (Year 1 of 3)

This statement details our school's use of pupil premium for the period 2024-2025 to help improve the attainment of our disadvantaged pupils.

It outlines our spending for the 3 Year pupil premium strategy, and the effect that last year's spending of pupil premium had within our school.

School overview including funding

Detail	Data
School name	Hague Primary
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy covers (3 year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Termly pupil progress
Statement authorised by	Judy Knappett
Pupil premium lead	Alison Goodliffe
Governor lead	Paul Gardner

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.

Detail	Amount
Pupil premium funding allocation this academic year	£75,582
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year The school is hard federated with Stewart Headlam Primary School. The two schools work closely by sharing resources including the leadership team, curriculum subject leaders and learning mentor. All staff are committed to improving outcomes for all pupils.	£75,582

Part A: Pupil Premium 3 Year Strategy Plan

Statement of intent

The Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results at least in line with all pupils nationally and to close any in-school attainment gap. The funding is used to ensure pupils develop positive learning behaviours and attitudes to learning that equips them with the skills and qualities to become happy, active, confident, independent learners who contribute to school life and the wider community. At Hague our intention is that all pupils regardless of background or the challenges they face, we have high aspirations for our children and strongly believe that dedication and commitment to learning makes a difference for all.

The federation schools' strategy is to support all disadvantaged pupils including those who are already higher attaining. The aim is to ensure that no child is left behind. We want disadvantaged pupils to 'catch-up and keep up' so that progress and high attainment is sustained.

The pandemic emphasised existing inequality for disadvantaged and non-disadvantaged peers. We consider the needs of all including those who are vulnerable whether disadvantaged or not.

Key principles of the strategy plan.

1. We set ambitious targets based on children's starting points and aim for all disadvantaged pupils to reach at least national expectations in all areas.
2. Through high quality teaching, interventions and bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through our whole school curriculum and teaching offer, pupils have the opportunity to learn through our broad, balance and enriched curriculum to widen their general knowledge.
3. Our primary federation approach aims to ensure all children are taught to read well through a systematic synthetic phonics programme, they have good comprehension skills and a love of reading and books and they have the confidence and ability to articulate their learning to a range of audiences. We aim for all of our Pupil Premium children and their families to feel happy and supported in school and their well-being is at the heart of everything we do. We want them to enjoy learning and achieve great things for themselves and others. We want them to have access to a wide range of extra-curricular enrichment opportunities to build their cultural capital, achieve their best so that they can confidently transition to the next phase and be 'secondary ready'.

Key principles include, analysis of needs so that barriers to learning are understood through termly review, refinement and a whole school approach and commitment to 'closing the gap' using 'catch-up and keep-up'.

The termly pupil progress meetings, analysis of interventions and parent meetings inform the 3 tiered approach of:

1. **High quality teaching.** All children need great teachers, especially those who are disadvantaged. Children's learning and progress accelerates with excellent models, feedback, practice, scaffolding.
2. **Targeted academic support.** Some children need a short period of extra group teaching or a mentoring boost. Others need a longer term specific focus of 1:1.

3. **Wider strategies.** This includes support for high attendance and pastoral well-being for all. Social and emotional wellbeing with, access to digital devices and cultural enrichment is a priority.

We recognise that some children need a combination of strategies and others need bespoke solutions to make progress. Our approach is diagnostic and holistic taking account of pupil gaps in learning and family needs. Reasons for unemployment are complex for families, we aim to provide universal low cost high impact interventions and resources as well as bespoke evidence informed interventions and strategies which encourage and facilitate home support for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and Communication Skills Vocabulary and Oral Language Gaps (EYFS starting points) Pupil premium children including those with SEND have lower oral language skills and reading. This impacts on writing outcomes over time.
2	Reading Monitoring and data analysis indicates that attainment gaps escalate between disadvantaged and non-disadvantaged peers if the phonics Early Reading Programme and KS2 support for reading is not maintained by all.
3	Working Memory and Cognitive load impacts on learning including Maths – working memory is affected by many socio-economic factors that require a pastoral approach and high quality teaching.
4	SEMH Needs Mental Health and Physical Well-being Disadvantaged children often have significant social and emotional needs and fewer strategies for maintaining positive mental-health and physical health.
5	Cultural Enrichment Opportunities Disadvantaged children need life experiences beyond their home and immediate community which impacts on contextual learning of foundation subjects. It links to oracy, vocabulary development, knowledge and understanding of the world.
6	Attendance – of SEND and Disadvantaged Pupils Inconsistent attendance causes a gap between the attendance of disadvantaged pupils and non-disadvantaged peers.

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
Improve oral language and reading skills for PP/ disadvantaged children	By the end of key stage one, PP pupils meet national expectations in reading and the gap between PP children and non PP children will be reduced. It will have closed by the end of KS2 and be at least in line with national
Improve knowledge and understanding of mathematical vocabulary for calculations and problem solving: mastering early number and calculations KS1 Problem solving and reasoning	Maths – gaps closed, through effective counting and early calculation fluency KS1 and KS2 Year-end maths outcomes 2024-2025 for disadvantaged pupils are at least in line with national data.
Children who have SEMH as an identified need are supported to make good progress in their learning. .	Sustained high levels of well-being in 2024-2025 evidenced by; • Qualitative data from pupil/parent discussions and survey feedback, teacher observations • A significant reduction in behaviour incidents – children who are more able to resolve minor issues between them. • Food security support including SSH shared Breakfast Club and Food for Free on Fridays managed by the SSH Federation Learning Mentor and Home School Liaison Officers.
Cultural Enrichment Disadvantaged children with their peers benefit from collective first hand curriculum enrichment opportunities which add to their cultural capital whilst developing their vocabulary, knowledge and understanding of the world.	• Disadvantaged pupils will show growth in emotional regulation, resilience and positive behaviour as evidenced by behaviour logs. • The enriched and memorable experiences are reflected in their learning outcomes including writing.
Improvement in attendance for PP SEND and vulnerable groups including reduction in Persistent Absence Parental engagement with school support promoted and led by the HoS, Attendance Officer & LA AWA,	2024-2025 Sustained high attendance aiming for 97% (pre pandemic target) • Sustained high attendance throughout 2026/27: • The attendance gap between disadvantaged pupils and their non-disadvantaged peers is closed • the percentage of all pupils who are persistently absent is significantly reduced.

Activity in this academic year 2024-2025 (Year 1 of 3)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (CPD, cover costs, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement specific catch-up programmes (Pixl Therapies) for Pupil Premium pupils lagging behind age-related expectations, using structured resources and trained teaching assistants.	Catch-up programmes, especially when aligned with classroom learning, are particularly beneficial in ensuring progress for those who have fallen behind (EEF Guide to the Pupil Premium, 2024).	2, 3
THEP Phonics (SSP)	Continue to embed the THEP scheme in the Early Years and Key Stage 1, and expand this support to include targeted children in Key Stage 2, to ensure they are making accelerated progress through PiXL catchup. (EEF- 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.)	1, 2
Professional development for teaching staff and support staff	Research supported by the EEF shows that well-structured professional development can help improve teaching effectiveness, which is the most significant school-based factor in improving outcomes for disadvantaged pupils. Access to NPQ Programmes and wider THEP CPD specific to year groups. Teaching Assistants receive CPD from SALT and Lead professionals.	1, 2, 3
Implement a mentoring programme for ECTs with a focus on strategies for supporting disadvantaged pupils	Supporting early career teachers through mentoring and coaching can significantly improve teacher retention and skill, particularly in supporting pupils with additional	1,2,3,4,5,6

	needs (EEF Guide to the Pupil Premium, 2024).	
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Targeted academic support (one-to-one / small group support structured interventions)

Budgeted cost: £24,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS – Early Talk Boost Interventions Nur/Rec High quality Speech and Language Interventions supported by a qualified speech and language therapist.	Studies that focus on speaking, listening, or a combination of the two, all show positive impacts on attainment, especially including training of Teaching Assistants has high impact, it ensures they are effectively supporting oral language, interventions and reading outcomes. Oral language Interventions Toolkit Strand EEF £ evidence 4/5 +6m	1
Small group interventions linked to class based learning		
Additional Phonics Sessions targeted at disadvantaged pupils who require further phonics support.	Additional Targeted Phonics evidenced catch up have been shown for those with low starting points more effective when delivered as regular sessions over 12 weeks. Phonics Toolkit Strand EEF £ evidence 5/5 +5m	2
Oracy and communication interventions and approaches that focus on developing oral fluency and reading	Activities such as reading aloud, structured questioning, and curriculum-focused dialogue significantly boost outcomes, particularly for disadvantaged pupils, achieving about 6 months' additional progress over a year (EEF).	1
NCETM Maths Mastering Early Numeracy Reception – Y2 Catch-up sessions led by teachers or TAs	Mastery Learning Toolkit Strand EEF £ evidence 2/5 +5m	3
Third Space Maths 1:1	Tuition targeted at specific needs and knowledge gaps can be	3

Online – AI model from September 2025 Year 4-Y6 all pupils	effective in supporting low attaining pupils or those falling behind. 1:1 and small groups have impact. One to one tuition EEF £££ evidence 3/5 +5m Small group tuition Toolkit Strand EEF ££ evidence 3/5 +4m	
School Led Out of Hours Booster Sessions KS2 Designed to close the gap between disadvantaged pupils and peers through tutoring using PiXL Therapies delivered by teachers/TAs who know the pupils and PiXL Resources.	Small group tuition Toolkit Strand EEF ££ evidence 3/5 +4m Previous experience of in school and out of hours school led booster groups impacts on children's' subject knowledge gaps, confidence and problem solving strategies.	2, 3

Wider strategies (related to attendance, behaviour, wellbeing) including staffing with on-costs and AWA SLA, Breakfast Club, Learning Mentor

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer alongside senior leaders target children including those who are PP, Disadvantaged, SEND working in partnership with LA Attendance Welfare Advisor – SLA	Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance supported by AWA. Parental Engagement EEF £ evidence 4/5 +4m	6
Learning Mentor working with PP children with a focus on identified areas including friendship, conflict, emotional regulation, self-esteem and relationships. - Mental health and wellbeing support. 1:1 & small group reading, literacy, numeracy focus.	Historical evidence within school shows that PP children and those with social and emotional needs that work closely with the learning mentor are able to engage more with their learning and have an increased positive attitude to themselves and their learning – growth mindset.	1,2,3,4,5,6

• Enrichment – extracurricular focus target access for disadvantaged children, building and sustaining relationships. Access to clubs and boosters • Focus on in class support models, where possible avoid withdrawal – be the person to be interested and advocate for the child. • Family well-being engagement – pastoral support.	Improving social and emotional well being – avoid ‘missed opportunities’ to improve outcomes EEF Metacognition and Self Regulation (+7months))	
Access to shared Breakfast Club with walking bus	Support families, evidence indicates children coming to school having had something to eat helps them to be ready to learn. Improve attendance and punctuality rates for identified children. Magic Breakfast EEF Breakfast Club	
Curriculum Enrichment through school based workshops and off-site learning (Cultural Capital) Residentials for Years 4 & 6. Educational off-site learning visits to places of cultural, historical, scientific, geographical significance particularly related to class subjects and cross curricula topics	Feedback indicates that pupils and parents appreciate the school taking children to interesting places which create context and curiosity. The opportunities need to be maximised by the class teachers so that the teachable moments are exploited through talk and critical thinking to positive effect. Link to Knowledge organisers and vocabulary. School based evidence from pupils, teachers and parent feedback indicates it promotes children’s enjoyment and motivation for learning. Supports schema connections to class based work high. It promotes resilience, self-confidence and contextual information for oracy and written work linked to reading.	4 & 5
Federation Breakfast Club + Walking Bus based at Stewart Headlam	Strong evidence from Family Action National School Breakfast Programme of	4, 6

	Breakfast Club provides a positive start to the day with healthy food options and activities + Pastoral support.	
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Non-DfE Programmes purchased	
PiXL	Primary PiXL
Times Table Rock Stars	Maths Circle Ltd

Total budgeted cost: £75,582

Further information (optional)

Additional Activity

Our Pupil Premium Strategy is supplemented by high quality enrichment provided by additional sustained curriculum activities which are charity sponsored and not funded by pupil premium.

It includes:

- Country Trust Food Discovery Programme in Early Years and Year 3 has a specialist volunteer working with class teachers, growing, harvesting, cooking, parent food celebrations, parent playground market.
- DfE Grants and partnership with our federation secondary school has ensured every child has access to a device for home learning and an internet connection.
- Our Education Business Partners sponsor the annual Year 4 Residential Trip to Gorsefield, they also provide weekly reading partners for pupils.
- Felix Food Fridays supports families experiencing food poverty managed by Learning Mentor

Planning and implementation

We use the EEF implementation guidance to develop strategies in the 'explore' stage so that diagnosis and analysis of best fit activities are likely to have high impact.

Conversations with parents, pupils and teachers inform the holistic approach.

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 2024-2025 academic year.

Review of Outcomes 2024 to 2025

A summary for parents and carers

In 2024 to 2025 Hague received £75,582 in Pupil Premium funding. One in four of our pupils was eligible. This section shows what difference the funding made. "Disadvantaged" means children eligible for Pupil Premium.

Year 6 End of Key Stage 2 Results 2025

Year 6	Cohort	Reading		Writing		Maths		EGPS		Combined RWM	
		School	National	School	National	School	National	School	National	School	National
All	29	90%	75%	79%	72%	90%	74%	86%	73%	79%	62%
PP disadvantaged	12	92%	81%*	92%	78%*	92%	81%*	92%	79%*	92%	69%*

* For disadvantaged pupils we compare with other pupils nationally. This is the fair test the Department for Education uses.

Impact: Our disadvantaged pupils did exceptionally well. 92% reached the expected standard in every subject. This is higher than the whole class; it is also higher than other pupils nationally. The gap is closed in all four subjects. In reading, writing and maths combined, 92% met the standard; the national figure for other pupils is 69% and for disadvantaged pupils is 47%. In 2024 the combined figure was 25%. This is a strong recovery.

How well, not just how many. A score of 100 is the expected standard; 120 is the highest. A green dot ● shows progress well above pupils nationally.

Subject	All pupils average score	Disadvantaged (FSM6) average score	Difference	Disadvantaged progress
Reading	108.7	107.5	-1.2	+3.0 ●
Writing	102.7	103.7	+1.0	+3.3 ●
Maths	108.0	106.0	-2.0	+2.1
EGPS	108.3	105.6	-2.7	+0.8

Impact: Disadvantaged pupils scored well above 100 in every subject. They made much stronger progress than pupils nationally in reading and writing. In writing their average score was higher than the whole class. In reading the difference is small. In maths and grammar a gap remains at the higher scores; fewer disadvantaged pupils reached the top scores. The gap is closed at the expected standard; it is not yet closed at greater depth. This is our next priority.

Phonics Screening Check 2025

Year 1 (2025)	Cohort	School	National
All	28	71%	80%

Impact: 28 pupils were in Year 1. 24 took the check; 4 did not. 20 of the 24 who took the check met the standard. This is 83%; it is above the national figure of 80%. The 4 pupils who did not take the check are counted as not meeting it; this makes our published figure 71%. Two Year 2 pupils retook the check in 2025; 1 of 2 met the standard. Every child who has not yet met the standard has daily catch up phonics until they are secure.

Year 4 Multiplication Tables Check 2025

Year 4 Multiplication Check (2025)	Cohort	School average (out of 25)	National average
All	28	23.6	21.0
PP disadvantaged	11	11	11

Impact: The check is scored out of 25. Our Year 4 average was 23.6; the national average was 21.0. This is significantly above national for the third year running. The score was a little lower than 2024 (24.6). Pupil Premium pays for Times Table Rock Stars, which every child can use at home.

Attendance 2024 to 2025

Attendance 2024 to 2025	School cohort	School	National
All school	165	94.9%	94.8%
FSM6 disadvantaged	60	94.3%	92.3%

Impact: Attendance for disadvantaged pupils was 94.3%. This is 2 percentage points above disadvantaged pupils nationally. The gap with all pupils in our school is small at 0.6 points. No disadvantaged pupil was suspended. We did not reach our **school** target of 97%. Attendance for disadvantaged pupils was slightly lower than 2023 to 2024 (94.7%). We will keep working with families so that every child is in school every day.

What We Will Do Next

We will help more disadvantaged pupils reach the higher scores in maths and grammar. We will make sure every child takes the phonics check and meets the standard. We will work with families to raise attendance towards 97%. I am accountable to governors for this plan; we review it every term.

How parents can help. Please make sure your child is in school every day and on time. Read and talk with your child at home, in any language. All primary pupils in Tower Hamlets get free school meals; please still register if you receive certain benefits. It brings extra funding to support your child. The school office can help you

Further information (optional)

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