# 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

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| Detail | Data |
| School name | Hartburn Primary School |
| Number of pupils in school | 522 |
| Proportion (%) of pupil premium eligible pupils | 8.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | 11.11.21 |
| Date on which it will be reviewed | 11.5.22 |
| Statement authorised by | Claire Park |
| Pupil premium lead | Claire Park |
| Governor / Trustee lead | Mark Whitecross |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £61,870 |
| Recovery premium funding allocation this academic year | £8,265 |
| Pupil premium/Recovery premium funding carried forward from previous years (enter £0 if not applicable) | £8,500 |
| School led tutoring allocation | £6885 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £85,520 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Hartburn Primary School, we value the abilities and achievements of all our pupils and are committed to providing each pupil with the very best possible environment for learning. We intend to provide the support that we can to our disadvantaged children and their families that will help them to achieve their full potential. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to be happy, confident and life-long learners. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions and align pupil premium use with wider school improvements and in improving readiness to learn.  We highly value the impact of quality first teaching and utilise trained professionals to improve outcomes for disadvantaged children. Additional teachers’ rigorously monitor progress and provide timely, targeted support to identify and tackle barriers and gaps in learning.  Pupil Premium funding part funds teaching staff who work with and monitor the progress of disadvantaged children. The EEF’s toolkit evidences that one-to-one tuition, small group tuition and reducing class size can all have a positive impact on children’s learning. We have decided to invest specifically in additional teaching staff because research shows that teacher-led interventions are highly effective. Their Covid support guide for schools also states:  **“Tuition delivered by qualified teachers is likely to have the highest impact.”**  **“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.”**  Additional investment is also made for other services to support speech and language development and wellbeing such as counselling which also remove barriers to learning and have a very positive impact on children across school.  Within the Early Years and Key Stage 1, we have seen that poor language skills are a key barrier to learning. Our investment in training, staff and external support shows a commitment to tackling this as early as possible. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attendance and punctuality issues. |
| 2 | The negative impact of absence due to the pandemic on progress and attainment, particularly in phonics and early reading. |
| 3 | Issues with speech and language development. |
| 4 | Issues with social, emotional, health and well-being. |
| 5 | Lack of resources to access extended activities outside school e.g. residential visits, clubs and tuition. |
| 6 | Lack of parental engagement and support. |

## 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.

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| Intended outcome | Success criteria |
| Progress in Reading | Attainment Gap between PPG and other children at end of 2021-22 has not widened since Summer 2021 in KS2 Reading. |
| Progress in Writing | Attainment Gap between PPG and other children at end of 2021-22 has not widened since Summer 2021 in KS2 Writing. |
| Progress in Mathematics | Attainment Gap between PPG and other children at end of 2021-22 has not widened since Summer 2021 in KS2 Writing. |
| Phonics | Achieve national average expected standard in PSC in Y1 and Y2 Catch Up. |
| Other | Improve attendance of disadvantaged pupils to LA average. |

## 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: £31,029

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and language training for staff to enhance quality first teaching and early intervention in EYFS.  Provide release time for training from funded Nuffield Early Language Intervention (NELI).  Reduce adult: child ratio by assigning all EYFS staff to a key person group. | The NELI intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.  The EEF’s Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost, based on extensive evidence. | 3 |
| Phase leaders and SENCO released from classroom to plan, lead and monitor interventions across school. | EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. | 2 |

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

Budgeted cost: £40,525

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional teacher to lead phonics intervention in Key Stage 1.  Reduced phonics lesson group size. | 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.  Reducing class size has a small positive impacts of +2 month, on average. | 2 |
| Teaching Assistants deployed for small group tuition and SEN intervention. | EEF: Small group tuition has an average impact of four months’ additional progress over the course of a year.  EEF: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. | 2, 4 |

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

Budgeted cost: £13,966

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Fund release to plan parental support through curriculum workshops and meetings led by Phase Leaders.  ‘Stay and Read’ sessions in place for Reception to encourage shared reading  ‘Stay and Play’ sessions in place for Nursery to promote school expectations.  ‘Welcome Meetings’ for parents across school to encourage engagement and to build partnerships so parents support their children with reading and homework. | EEF: Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  EEF: Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. | 6 |
| Fund spot purchases, in addition to our SLA, for therapeutic counselling. | There is no EEF research based evidence to support the effectiveness of specialist counselling. However, we have seen the positive impact of supporting children’s mental health in school in removing barriers to learning. | 4 |
| Anna Freud ‘Senior Mental Health Lead’ Training for DHT.  Implement a vulnerability pyramid to identify, target and track support and intervention.  Establish a Well-being working party to drive school improvement. | EEF: 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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. | 4 |
| Fund free breakfast club to support targeted vulnerable families to improve attendance and punctuality. | We see the positive impact of removing attendance barriers to learning in school. Children are not hungry and in school, ready to learn. | 1, 4, 6 |
| Fund sports clubs and residential visits to support targeted vulnerable families to provide collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved. | In school we have first-hand experience that these experiences improve confidence and positively impact on improving children’ life/social skills and academic progress.  EEF: The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. | 2, 4, 5, 6 |

**Total budgeted cost: £** 85,520

# 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.

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## 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*

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| Programme | Provider |
| n/a |  |
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## Service pupil premium funding (optional)

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

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

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |