

# Hartburn Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

| Detail                                                                                                                                                                           | Data                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Number of pupils in school                                                                                                                                                       | 588                    |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 8.16%                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023-2026              |
| Date this statement was published                                                                                                                                                | Reviewed on 02.12.2025 |
| Date on which it will be reviewed                                                                                                                                                | Sep 26                 |
| Statement authorised by                                                                                                                                                          | Julia Armstrong        |
| Pupil premium lead                                                                                                                                                               | Lindsey Wain           |
| Governor / Trustee lead                                                                                                                                                          | Claire Berry           |

### Funding overview

| Detail                                                                                                                                                                             | Amount   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                                | £78,780  |
| Post LAC funding allocation this academic year                                                                                                                                     | £36,820  |
| Service Children funding allocation this academic year                                                                                                                             | £3,850   |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )                                                                                    | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £117,488 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving this goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, without prejudice or compromising equal opportunities, such as those with a social worker and young carers. The care of the most vulnerable pupils is at the heart of our school community. Our vulnerable pupils may have multiple vulnerabilities as the school cares for Service Children, Children in our Care, Looked After and Post Looked After Children, these pupils may also have other disadvantages, such as a Special Educational Need. However, the activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality, adaptive teaching is at the heart of our approach, focusing on areas where disadvantaged pupils require the most support. Research consistently shows that improving teaching quality has the greatest impact on closing the disadvantage attainment gap, which will also benefit non-disadvantaged pupils in our school. Research from Craske (2018) highlighted education poverty complex and Pupil Premium cannot just be reduced to a simple lack of material resources or income. Implicit in the intended outcomes detailed below is the aim that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

Pupil progress meetings are a key part of our quality assurance process, used to identify needs, track impact, and plan targeted interventions at both group and individual levels. Our approach is responsive to emerging needs and informed by both formative and summative assessments.

Key Principles:

- Prioritise quality first teaching to ensure consistently high standards and equity of access for all children through a broad and balanced curriculum.
- Embed a whole-school culture of collective responsibility, where every member of staff contributes to improving outcomes for disadvantaged children.
- Ensure early identification and timely support through precise assessment and regular pupil progress reviews.

We acknowledge that not all socially disadvantaged children are registered for or eligible for free school meals. Using our detailed knowledge of our children and families, we identify and support any child who may be at risk of underachievement. This includes those identified through the new Ever 3 category within Stockton's Focus Dashboard (formerly the Vulnerable Children's Database or VCD). School has a comprehensive Vulnerability Pyramid to monitor and track the achievement of those pupils who have one or multiple vulnerabilities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The strategies we have adopted complement each other to help pupils excel. To ensure their effectiveness, we will:

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point when need is identified.
- Adopt a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                            |
|------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1                | Attendance and punctuality issues                                                                                              |
| 2                | Attainment including the negative impact of absence due to the pandemic and attainment, particularly phonics and early reading |
| 3                | Issue with speech and language development                                                                                     |
| 4                | Social, emotional and wellbeing concerns for disadvantaged children                                                            |
| 5                | Equality of opportunity for pupil premium children                                                                             |
| 6                | Inequality of access to learning at home                                                                                       |
| 7                | 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.

| Intended outcome                                                                                                                                                                                                                                                                                    | Success criteria                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance and punctuality will increase for the disadvantaged pupils and persistent absence will decrease.                                                                                                                                                                                         | Attendance will be closer to non-disadvantaged pupils and persistent absence will be below local and national indicators.                                                                                                                                                                                                                                                     |
| Improve the numbers of pupils making at least expected progress in KS1 and KS2, reading, writing and maths.                                                                                                                                                                                         | Continuation of attainment gaps closing. More pupils will reach age-related expectations at the end of each academic year and the gap between pupil premium and non-pupil premium pupils will close. Internal tracking will show that gaps are closing in school. Our disadvantaged pupils will do as well as non-disadvantaged pupils nationally in Key Stage 2 assessments. |
| Pupils with poor speech and language skills will catch up to their peers and will not need long-term support with speech and language                                                                                                                                                               | Pupils' speech will be clear and this will support their phonic outcomes. At least 85% of pupils will be at Expected or Higher for speaking at the end of reception. Disadvantaged pupils in KS1 who continue to need support with their speech and language will attain as well as non-disadvantaged pupils in the phonics screening check.                                  |
| Pupils will be emotionally secure and will demonstrate resilience during challenging situations. Those who access counselling services, will be able to use strategies they have been taught. The school's Personal Development Curriculum will actively support pupil's wellbeing and self-esteem. | All pupils who receive PP funding will be considered for counselling within months of being identified and/or will be included in Social Stories interventions whilst on the waiting list. School nominate a trusted adult for the pupil. Records of incidents that are believed to have stemmed from poor emotional wellbeing will reduce.                                   |
| All disadvantaged pupils access all educational visits including residential                                                                                                                                                                                                                        | 100% of all disadvantaged pupils will access educational visits and residential.                                                                                                                                                                                                                                                                                              |
| Pupils will be more actively engaged with learning at home through reading, Reading Plus, EDShed, MyMaths, TT Rockstars, Numbots and paper-based learning.                                                                                                                                          | A higher proportion of disadvantage pupils reading at home 3 times per week, completing homework weekly and practising core skills.                                                                                                                                                                                                                                           |

|                                         |                                                                                                                                                                                                         |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lack of parental engagement and support | Improved communication strategies.<br>Increased parental involvement in school activities.<br>A collaborative working environment, ultimately benefitting pupils' educational experiences and outcomes. |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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: £34,288

| Activity                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                 | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To fund Specialist TAs to work 1:1 with targeted disadvantaged pupils                                                                                                                                                             | Provide targeted small group interventions focusing on social skills and emotional regulation.                                                                                                                                                       | 2, 4, 5                       |
| To fund Morning TA support in Maths and English Groups, Amber                                                                                                                                                                     | Reducing class sizes – moderate impact for high cost                                                                                                                                                                                                 | 2, 4, 5                       |
| Continued access to high-quality, recommended teaching and learning training packages including: National College, Clennell Solutions; White Rose Maths Training; as well as continued comprehensive in-school CPD and mentoring. | EEF research guidance report 'Effective Professional Development' states that: 'supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' | 5                             |

|                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| All teaching staff to identify and effectively track the progress and attainment of PP children using Sonar programme. Those children who have fallen behind to be targeted for small group / 1:1 intervention and support. | EEF indicates that tailored interventions can support the specific needs of disadvantaged pupils effectively.                                                                                                                                        | 2, 5    |
| Continued access to high-quality, recommended teaching and learning training packages, including National College, White Rose Maths, Clennell Solutions, as well as continued comprehensive in-school CPD and mentoring.    | EEF research guidance report 'Effective Professional Development' states that: 'supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' | 2, 5    |
| Improve outcomes for all including disadvantaged children and narrow the performance gap through small group tuition and adaptive teaching in classrooms using familiar adults.                                             | EEF - small group tuition has an average impact of four months' additional progress over the course of a year. EEF – on average, one to one tuition is very effective at improving pupil outcomes.                                                   | 2, 3, 5 |

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

Budgeted cost: £64,000

| Activity                                                                                                                                                                            | Evidence that supports this approach                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| HLTA to lead small SEN & Catch-Up groups for English and maths provision in EYFS and Year 6 and Booster provision for Y6. Additional TA's to reduce group sizes across EYFS and Y6. | EEF: Small group tuition has an average impact of four months' additional progress over the course of a year. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. | 2, 3, 4, 5                    |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Teaching Assistants deployed for small group Catch Up tuition and SEMH intervention across school.                                                                                                                                                    | 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, 3, 4, 5 |
| Additionally, brokered Educational Psychology Assessments to support pupil premium with learning needs and cognitive assessment. Additional and fast track access to Educational Psychology Assessment offered to pupil premium children as required. | EEF Special Educational Needs In mainstream schools.                                                                                                                                                                                                                                                                                                                                                        | 4          |

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

Budgeted cost: £19,200

| Activity                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Education Welfare Officer to work with parents and carers of disadvantaged children, with particular emphasis on PP children, to further raise pupil attendance and narrow the attendance gap between PP and non-PP children further. | Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Positive reinforcement strategies can lead to improved attendance (EEF, Improving Attendance) | 1                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p>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.</p> <p>Workshops for parents across school to encourage engagement and to build partnerships so parents support their children with reading and homework.</p> | <p>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.</p> <p>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.</p> | 2, 3, 5, 7 |
| <p>Fund spot purchases, in addition to our SLA, for therapeutic counselling through The Bungalow Partnership.</p>                                                                                                                                                                                                                                                                                                                | <p>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.</p>                                                                                                                                                                                                                                                                                                                                               | 4          |
| <p>Maintain a vulnerability pyramid to identify, target and track support and intervention.</p> <p>Well-being working party to drive school improvement.</p>                                                                                                                                                                                                                                                                     | <p>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.</p>                                                                                                                                                                                                                                            | 4, 5       |
| <p>Fund free breakfast club and wraparound care to support targeted vulnerable families to improve attendance and punctuality.</p>                                                                                                                                                                                                                                                                                               | <p>We see the positive impact of removing attendance barriers to learning in school. Children are not hungry and arrive in school on time, ready to learn.</p>                                                                                                                                                                                                                                                                                                                                                                                                                    | 5, 6, 7    |
| <p>Fund sports clubs and residential visits to support targeted vulnerable families to provide collaborative learning experiences.</p>                                                                                                                                                                                                                                                                                           | <p>In school we have first-hand experience that these experiences improve confidence and positively impact on improving pupils life/social skills and academic progress</p> <p>EEF Higher Achievement Research Transforming Tees Effective Practice Case Study : Local Stockton School</p>                                                                                                                                                                                                                                                                                        | 5, 6, 7    |
| <p>Support with school uniform for vulnerable families.</p>                                                                                                                                                                                                                                                                                                                                                                      | <p>EEF Higher Achievement Research Transforming Tees Effective Practice Case Study: Local Stockton School</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 4, 5, 7    |

|                                                                                                                                                                                                                                                 |                                                                           |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------|
| <p>To ensure that Pupil Premium children have access to necessary home learning materials.</p> <p>Subscription to:<br/>Reading Plus, MyMaths, Ed Shed and other online learning programmes for use at home as a resource for home learning.</p> | <p>EEF recommendation 'Using Digital Technology to Improve Learning'.</p> | <p>5, 6, 7</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------|

**Total budgeted cost: £117,488**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Achievement

A review of the internal data from the end of Summer 2025 indicates that pupils in the disadvantaged group are broadly in line with the non-disadvantaged pupils.

By the end of the school journey, Pupil Premium pupils achieve broadly in line with their non-disadvantaged peers.

This is evidenced by the following figures which show that school pupil premium in reading was broadly in line with national non disadvantaged figures. For the writing, maths and combined indicator school pupil premium outperformed national non disadvantaged children.

| KS2            | Sch Dis |     | Nat Dis |  | Sch Non Dis |     | Nat Non Dis |  | Sch Diff |     | Nat Diff |  | School Dis v Nat Non Dis |
|----------------|---------|-----|---------|--|-------------|-----|-------------|--|----------|-----|----------|--|--------------------------|
|                |         |     |         |  |             |     |             |  |          |     |          |  |                          |
| Reading EXP+   | 77%     | 63% |         |  | 88%         | 81% |             |  | 11%      | 18% |          |  | 4%                       |
| Writing EXP +  | 82%     | 59% |         |  | 93%         | 78% |             |  | 11%      | 19% |          |  | -4%                      |
| Maths EXP+     | 88%     | 61% |         |  | 93%         | 80% |             |  | 5%       | 19% |          |  | -8%                      |
| Combined EXP + | 77%     | 47% |         |  | 80%         | 69% |             |  | 3%       | 22% |          |  | -8%                      |

#### Attendance & Persistent Absences

2024-2025

The average school attendance was 96.32% which is significantly higher than the national average of 94.5%.

Attendance for Non-disadvantaged pupils was 96.63%, compared to 95.02% of disadvantaged pupils. Whilst there is a difference of 1.46%, both measures are above the National Average.

The Confirmed PAs is 6.1% relating to 28 pupils. However, of the 28 pupils, almost 46% were disadvantaged, which equates to 14.13%. Whilst there is a difference of 8.03%, both measures are below the national average of 14.6%.

Absences arise from holidays, illnesses—including underlying health conditions—and students with prior poor attendance before transferring to another school. To address these issues, we engage the Education Welfare Officer (EWO), conduct telephone calls, arrange meetings, implement attendance support plans, and refer cases to the Local Authority for additional support.

