Pupil premium strategy statement –Hartsbourne Primary School

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	194
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024 2024/2025 2025/2026
Date this statement was published	15/12/2023
Date on which it will be reviewed	16/12/2024 16/12/25
Statement authorised by	Danni Harte
Pupil premium lead	Greg Harper
Governor / Trustee lead	Linda Forbes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28797 – 23/24
Recovery premium funding allocation this academic year	£2392 – 23/24
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0
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*	£28680

Part A: Pupil premium strategy plan

Statement of intent

At Hartsbourne, we have a strong commitment to fostering ambition and achievement for our children. We believe in providing equal opportunities and support to all students, especially those who may face disadvantages. We place a particular emphasis on cultivating a positive outlook among our disadvantaged students, empowering them to overcome challenges and reach their full potential. By creating a nurturing and inclusive environment, we aim to inspire every child to realise their potential and take advantage of all opportunities offered to them.

We firmly believe in holding high expectations for everyone, challenging stereotypes that may limit potential or assume uniform barriers to learning. Our unwavering focus is on delivering high-quality teaching and learning experiences that cater to the diverse needs of all our children. We recognise and celebrate the unique abilities and talents of each individual, ensuring that they receive the support and opportunities they need to thrive academically and personally. By fostering a culture of inclusivity and providing tailored instruction, we strive to empower every child to reach their full potential.

We place a strong emphasis on providing personalised provisions for Pupil Premium children. We understand the importance of accurately assessing and supporting their educational and emotional needs. Through targeted interventions and tailored support, we aim to address any barriers to learning that these students may face. By implementing evidence-based approaches and working closely with teachers, we ensure that Pupil Premium children receive the necessary support to thrive academically and emotionally. Our goal is to create an inclusive and nurturing environment that enables every child, regardless of their background, to reach their full potential.

At Hartsbourne, we embrace a whole-school approach where all staff share the responsibility for improving outcomes and raising expectations for disadvantaged pupils. Our strategies are grounded in research from the Education Endowment Foundation (EEF), ensuring that our practices are evidence-based and effective. We prioritise highquality teaching, with a specific focus on areas where individual disadvantaged pupils may require additional support either to catch up with their peers or to continue to make consistent progress for children who are already high attaining. By prioritising this approach, we aim to not only close the attainment gap for disadvantaged students but also benefit all students across the board.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Our attendance data over the academic year 22/23 indicates that attendance among disadvantaged pupils has been 92.5% slightly lower than for non-disadvantaged pupils 95.1%.
2	English attainment – 57% of our cohort of disadvantaged children are either below age related or making slow progress in reading & writing.
3	Extracurricular activities participation is lower for some of our disadvantaged families. Only 19% access clubs that are offered at school.
4	Our assessments, discussions during pupil progress and observations have identified social and emotional/self-confidence issues for some disadvantaged children.
5	Declining number of service families eroding their sense of community and belonging to our school community

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
By the end of the academic year 25/26, eliminate the attendance gap between pupil premium and non-pupil premium students.	Narrow the gap by 1.5% each academic year. Termly attendance monitoring to include a comparison between disadvantaged and non-disadvantaged children. Increased engagement and involvement of parents and carers in supporting improved attendance.
By the end of the academic year 25/26, the percentage of disadvantaged students who are meeting age-related expectations or making expected progress in reading and writing will increase to at least 80%.	Regular monitoring of reading and writing progress for disadvantaged students. Increase in the percentage of disadvantaged students meeting agerelated expectations or making expected progress in reading and writing to at least 80%. Improved engagement and motivation of disadvantaged students in reading and writing activities. Positive feedback from students, staff, and parents regarding the effectiveness of the interventions implemented.
By the end of the academic year 25/26, By	Regular monitoring of participation rates of

the end of the academic year, increase the participation rate of disadvantaged students in extracurricular activities by 31%.	disadvantaged students in extracurricular activities. Increase in the participation rate of disadvantaged students in extracurricular activities by 31%. Positive feedback from students, staff, and parents regarding the accessibility and inclusivity of extracurricular activities. Enhanced sense of belonging and engagement among disadvantaged students within the school community.
By the end of the academic year 25/26, improve the mental health and well-being of disadvantaged students, ensuring they are ready for learning, as evidenced by a 10% increase in self-reported well-being and a 5% decrease in mental health concerns.	Regular monitoring of self-reported wellbeing and mental health concerns among disadvantaged students. A 10% increase in self-reported well-being among disadvantaged students. A 5% decrease in mental health concerns reported by disadvantaged students. Positive feedback from students, staff, and parents regarding the impact of implemented strategies on student wellbeing and readiness for learning.
By the end of the academic year 25/26, increase the sense of belonging among service families in the school community by implementing targeted strategies and initiatives.	Regular monitoring of the sense of belonging among service families in the school community. Positive feedback from service families regarding their sense of belonging and integration within the school community. Increased participation and involvement of service families in school activities and events. Enhanced collaboration and communication between school staff and service families.

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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Regularly assess the reading and writing progress of disadvantaged students throughout the year using reliable assessment tools. Compare the percentage of students meeting age-related expectations or making expected progress at the beginning and end of the academic year to measure improvement.	Reading Comprehension Strategies +6 EEF Feedback - +6	2
Adapt teaching approaches and materials to cater to the diverse learning needs of disadvantaged students. Provide scaffolded support, visual aids, and multisensory activities to enhance their understanding and engagement.	EEF Individualised Instruction +4	2
Provide professional development opportunities for teachers to enhance their instructional practices in reading and writing. Focus on evidence-based strategies, adaptive teaching techniques, and effective feedback to support the progress of disadvantaged students.	EEF Feedback +6, EEF Individualised instruction +4, EEF Mastery learning +5	2
Offer additional opportunities for disadvantaged students to engage in literacy-rich activities, such as book clubs, author visits, writing competitions, or reading challenges. Create a positive and stimulating environment that promotes a love for reading and writing.	EEF Collaborative Learning Approaches +5	2,3
Provide opportunity for cycles of lesson study to improve application of Rosenshine's Principles of Instruction.	EEF Mastery Learning +5 EEF Reading Comprehension Strategies +6	2

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

Budgeted cost: *£9349*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Implement targeted interventions and strategies specifically designed to address the needs of disadvantaged students in reading and writing. Provide additional support, resources, and differentiated instruction to ensure their progress.	EEF Metacognition and selfregulation EEF Teaching Assistant Interventions +4	2
Identify specific areas of need for each disadvantaged student in reading and writing. Provide targeted interventions, such as small group instruction, one-on-one support, or additional resources, to address these needs.	EEF Teaching Assistant Interventions +4 EEF Individualised Instruction +4	2
Provide tutoring for identified children in specific areas with guidance from the class teachers.	EEF 1:1 Tuition +5 EEF Small group tuition +4	2
Bespoke training courses based on need of specific teachers and cohorts.	EEF Behaviour interventions +4, Phonics +5, Reading Comprehension Strategies +6	2 & 4

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

Budgeted cost: £9150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Identification and Intervention: Identify students at risk of poor attendance early on and provide targeted support. Conduct regular attendance reviews to address issues promptly.	EEF Parental Engagement +4	1
Strengthen communication between school and parents/carers to emphasise the importance of regular attendance. Provide clear and timely information regarding attendance expectations, policies, and support available.	EEF Parental Engagement +4	1

Regularly analyse attendance data to identify patterns and trends. Use this information to inform targeted interventions and evaluate the effectiveness of strategies implemented.	EEF Social and Emotional Learning +4	1
Provide financial support for disadvantaged students to cover the costs associated with extracurricular activities, such as membership fees, equipment, or uniforms. Collaborate with local organisations or sponsors to secure funding for these initiatives.	EEF Parental Engagement +4 EEF Summer Schools +3 EEF Physical Activity +1	3
Ensure that information about extracurricular activities is communicated effectively to disadvantaged students and their families. Use multiple channels of communication, such as emails, letters, websites, and social media, to reach out and provide clear details about the activities, schedules, and benefits.	EEF Parental Engagement +4 EEF Physical Activity +1	3
Implement a whole-school approach to promote positive mental health and well-being. Ensure a supportive and nurturing school environment that fosters a sense of belonging, emotional resilience, and positive relationships.	EEF Social and Emotional Learning +4 EEF Arts Participation +3	4
Integrate mental health education and social-emotional learning into the curriculum. Provide age-appropriate lessons and activities that promote selfawareness, emotional regulation, coping skills, and positive relationships.	EEF Social and Emotional Learning +4 EEF Metacognition and selfregulation +7	4
Develop a comprehensive welcome and orientation program specifically tailored for service families. Provide information about the school, its resources, and support services available to help them navigate the transition and settle into the school community.	EEF Parental Engagement +4	5

Recognise and celebrate the service and contributions of military personnel and their families through special events, assemblies, or themed activities. This helps foster a sense of pride, appreciation, and belonging within the school community.	EEF Parental Engagement +4	5
Provide a counsellor to enable support for children who are struggling with mental health.	EEF Social and emotional learning +4 EEF Behaviour interventions +4	4

Total budgeted cost: £28499

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1 - Disadvantaged children will make accelerated progress and close the attainment gap between themselves and their peers.

Review of 24/25

Reception - no children in receipt of pupil premium in cohort.

Phonics - no children in receipt of pupil premium in cohort.

KS1 - 3 children in receipt of pupil premium funding. 66% achieved ARE in reading, 66% achieved ARE in writing, 66% achieved ARE in maths.

KS2 - 4 children in receipt of pupil premium funding. 50% achieved ARE in reading, 25% achieved ARE in writing, 50% achieved ARE in maths.

Review of 23/24

Reception – As there were only 2 children in Reception in receipt of pupil premium or services premium funding the data is suppressed. However internal data shows that one child did meet ELG and one child did not.

Phonics Screening – 3 children in receipt of pupil premium or services premium took the phonics screening text. Of these children 2 of them passed and one did not.

KS1 Assessment – 4 children were in receipt of pupil premium or services premium funding.
Reading – 25% WTS, 25% EXS, 50% GDS
Writing – 50% WTS, 25% EXS, 25% GDS
Maths – 25% WTS, 50% EXS, 25% GDS
2 children repeated the phonics screening assessment and 2 passed.

KS2 Assessment – 4 children were in receipt of pupil premium funding. 50% achieved ARE in reading, 50% achieved ARE in Maths, none of the children achieved ARE in Writing.

Review of 22/23

Reception – As there was only one child in Reception in receipt of pupil premium funding the data is suppressed. However internal data shows that the child met ELG.

Phonics Screening – 2 out of 3 children in receipt of pupil premium funding passed the phonics screening.

KS1 Assessment – 4 children were in receipt of pupil premium funding.

Reading – 25% WTS, 50% EXS, 25% GDS
Writing – 75% WTS, 25% GDS
Maths – 25% WTS, 75% EXS
3 children repeated the phonics screening assessment and 2 passed.

KS2 Assessment – 1 child was in receipt of pupil premium funding and achieved age related in every area.
18 children in receipt of pupil premium funding in 22/23 – Internal data July 23

Subject	WTS	WA	GDS
Reading	33%	45%	22%
Writing	33%	45%	22%
Maths	17%	77%	6%

Outcome 2 - Service families will feel welcome in our school community and a greater sense of belonging will be fostered between children of service families.

Review of 24/25

Attendance of forces club continued to be strong, with almost all families utilising it and those who were not choosing other school-based clubs on the same day. Children entered the Hertfordshire Art for Heroes competition again but sadly no winners this time. Forces club families were invited to remembrance assembly and Forces club children made a presentation during it. School participated again in the local schools' service children event in Stanmore.

Review of 23/24

Our forces club continue to be well attended, 100% of services families access this club. We employed an additional member of staff so that a child with an EHCP could attend. KS2 children entered the Hertfordshire Art for Heroes competition and this was won by a services child in Year 3. This resulted in a visit from a representative from Northwood headquarters and 2 of our services children visiting Northwood for an action day. Children from our forces families also attended an event hosted by another local school for services children. We are continuing to build links with other local schools to ensure that the children have opportunities to connect.

Review of 22/23

Our forces club for children from services families has provided numerous benefits. Firstly, it created a sense of belonging and support for children who may experience unique challenges due to their parents' military service. The club has served as a safe space where children have connected with others who understand their experiences and build friendships. Secondly, the club has offered opportunities for children to learn about and appreciate the sacrifices and contributions made by their parents and other service members, this was reflected in our Remembrance assembly and on our Forces Picnic Day where we welcomed services families from other local schools. It has provided a platform for discussing and addressing any concerns or anxieties they may have related to their parents' deployments or frequent moves; we were lucky enough to have a teaching assistant who is part of the services community to run the club and support these discussions. Additionally, the club has offered a range of activities and

resources specifically tailored to the needs and interests of children from services families, promoting their overall well-being and academic success.

Outcome 3 - Disadvantaged families will feel supported by the school in paying for clubs, wrap-around care and trips.

Review 24/25

All disadvantaged families participated in a wide range of school trips and in-school enrichment activities over the course of the school year. Children who chose not to attend residential trips cited personal reasons rather than financial ones, however the price of these trips has led to use reviewing and investigating alternative dates and providers. The enrichment offer has enhanced cultural capital for all children who participated.

Review 23/24

All children from disadvantaged families participated in all school trips last year. Our percentage rate of children from disadvantaged families attending residential offered in year 4 and year 6 is 75%. A range of trips were offered including sports activities, theatre and museum visits both in the local area and further afield. The enrichment offer has enhanced cultural capital for all children who participated.

Review 22/23

All children from disadvantaged families participated in all school trips last year. Our percentage rate of children from disadvantaged families attending residential offered in year 4 and year 6 is 100%. A range of trips were offered including sports activities, theatre and museum visits both in the local area and further afield. The enrichment offer has enhanced cultural capital for all children who participated.

Outcome 4 - Disadvantaged children will be able to manage their emotions effectively and know how to support their own mental health and wellbeing.

Review 24/25

35% of disadvantaged children participated in an intervention with our school counsellor, South West Herts Partnership or our ELSA where they were supported with specific worries or general support with managing their emotions. This work enabled them to start to learn self-regulation techniques and be more ready for learning. All our other disadvantaged children benefited from the whole school approach to supporting mental health and wellbeing.

Review 23/24

37% of disadvantaged children participated in an intervention with our school counsellor, South West Herts Partnership or our ELSA where they were supported with specific worries or general support with managing their emotions. This work enabled them to start to learn self-regulation techniques and be more ready for learning. All our

other disadvantaged children benefited from the whole school approach to supporting mental health and wellbeing. Review 22/23 33% of disadvantaged children participated in an intervention with our school counsellor or our ELSA where they were supported with specific worries or general support with managing their emotions. This work enabled them to start to learn selfregulation techniques and be more ready for learning. All our other disadvantaged children benefited from the whole school approach to supporting mental health and wellbeing. This was a successful outcome and we will continue to extend it this year with the addition of the South West Herts Partnership.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Essential Letters & Sounds	OUP
White Rose Maths	White Rose
The Literacy Curriculum	Literacy Tree