

# Hartsbourne Primary School - 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.

Whilst we recognise that three-year plans are encouraged and respect the reasons why, we have chosen to write a one-year plan due to significant staffing changes, including a new PP lead being appointed, the impact that reduced subsidising of school-led tuition in future years will have on our funding and the further impact expected next year when a significant proportion of our disadvantaged children move on to secondary school.

## School overview

Detail	Data
School name	Hartsbourne Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Danni Harte
Pupil premium lead	Greg Harper
Governor / Trustee lead	Naomi Spanbok

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,500
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,690</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

We want disadvantaged pupils to attain and make academic progress at the same rate as their peers, as well as feeling included as part of our school community and possess the skills and strategies necessary to regulate their emotions and mental wellbeing. Our pupil premium strategy will seek to provide them with opportunities to make accelerated progress where learning gaps have developed, especially in the wake of the pandemic, to provide gestures or concrete resources designed to make children feel valued as part of our school community and offer opportunities to support their mental health and wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged children and their peers.
2	Lack of engagement with remote learning during school closure leading to learning loss.
3	Declining number of service families eroding their sense of community and belonging to our school community.
4	Perception from some disadvantaged families that they don't fit in amongst our wider parental body.
5	Impact of lockdown on children's mental health and wellbeing.

## 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
Disadvantaged children will make accelerated progress and close the attainment gap between themselves and their peers.	Attainment and progress data will show greater progress for disadvantaged children and a smaller attainment gap between them and their peers.
Service families will feel welcome in our school community and a greater sense of	Service families will be fully involved in school events, speak positively about their place in our school community via parental surveys and conversations and relationships

togetherness will be fostered between children of service families.	between their children will be forged or strengthened.
Disaffected disadvantaged families will feel valued and welcomed by our school community.	All disadvantaged families will report that our school values them and a greater sense of belonging to our community at large when surveyed or spoken to.
Disadvantaged children will be able to manage their emotions effectively and know how to support their own mental health and wellbeing.	All disadvantaged children will show

## 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. EEF refers to the Education Endowment Foundation, a charity that summarise evidence of a wide range of teaching approaches and interventions and provide positive or negative ‘scores’ to detail the effectiveness of each strategy.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0 (existing subscription to National College and in-house cover).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training in metacognition and self-regulation.	EEF Metacognition and self-regulation +7	1 and 2
Teacher training in reading comprehension strategies.	EEF Reading comprehension strategies +6	1 and 2
Teacher training in oral language development.	EEF Oral language interventions +6	1 and 2
Teacher training in bespoke and effective feedback.	EEF Feedback +6	1 and 2

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

Budgeted cost: £13,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions during the school day.	EEF TA interventions +4 In-house evidence of positive impact of intervention groups.	1 and 2
School-led tutoring	EEF 1:1 Tuition +5 EEF Small group tuition +4	1 and 2
Reading clubs	EEF Reading comprehension strategies +6	1 and 2

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

Budgeted cost: £18,750

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Employment of Trust counsellor	EEF Social and emotional learning +4 EEF Behaviour interventions +4 In-house evidence of positive impact of counsellor sessions.	5
Breakfast club provision	EEF Parental Engagement +4 Positive conversations with PP families about impact of wraparound care	4
Service families club provision	EEF Parental Engagement +4	3
Reading club resources	EEF Reading comprehension strategies +6	1 and 2
Subsidies of school services	EEF Parental Engagement +4	4

**Total budgeted cost: £32,690**

## 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.

The disruption caused by the Covid-19 pandemic had a significant impact on our previous pupil premium strategy. With the majority of children staying at home during both school closures, much of the quality-first teaching and targeted intervention planned failed to have the desired impact. We adapted our provision to adapt to unprecedented times: offering disadvantaged children the opportunity to attend school and be part of lockdown 'bubbles', monitoring their engagement with remote learning carefully and checking in with families on a weekly basis to provide as much support as possible. Unfortunately, our internal tracking and assessment data revealed that disadvantaged children were generally less engaged with remote learning than their peers, and that broadly, attainment gaps remained (50% of disadvantaged children achieved expected RWM at KS2, compared with 78% of non-disadvantaged children in 2021). For that reason, a more bespoke approach to targeted intervention in particular will be adopted this year, with a desire to drill down to the heart of the learning gaps between disadvantaged children and their peers, and provide the right people and resources to help them make accelerated progress.

Based on conversations between the school and parents of disadvantaged families, wider strategies such as subsidies provided on school services and breakfast club provision have provided them with much-needed support, with breakfast club in particular often resulting in a more productive start to the school day. We have also seen positive impact in the work that school counsellors and play therapists have completed with various children, especially providing regular check-ins during school closure. For these reasons, we have opted to continue to provide those services in our strategy this year.

### 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*

Programme	Provider
Power of Reading training.	CLPE

Jolly Phonics programme for phonics tuition.	Jolly Phonics
No Nonsense Spelling	Raintree and Babcock

## Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Enrichment activities, themed weeks, subscription to online learning services.
What was the impact of that spending on service pupil premium eligible pupils?	The number of service families in our school has declined over the past two years due to external factors such as renovation on the local military housing estate, lack of movement due to the pandemic and Brexit regulations meaning fewer service people are coming from overseas (e.g. NATO). Conversations with our remaining service families identified that they are acutely aware of these smaller numbers, and whilst their children appreciated and benefitted from the enrichment activities and online learning services we bought into, they lacked a wider feeling of community due to smaller numbers. For this reason we sought to introduce a services club this year, to provide families with a greater level of wraparound support and the children with a higher sense of community and togetherness with others in a similar situation to them.