

# Hartsbourne Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 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 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	201
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Danni Harte
Pupil premium lead	Greg Harper
Governor / Trustee lead	Georgina Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,500
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,545

# 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	Continuing impact of lockdown on children's mental health and social skills.
5	Difficulty for some disadvantaged families in affording expensive trips, wrap-around care and after-school clubs.

## 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

togetherness will be fostered between children of service families.	surveys and conversations and relationships between their children will be forged or strengthened.
Disadvantaged families will feel supported by the school in paying for clubs, wrap-around care and trips.	Disadvantaged children won't miss out on opportunities that their peers get based on family income.
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 be able to draw on strategies to manage their emotions when necessary.

## 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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training in Rosenshine’s Principles of Instruction.	EEF Feedback +6, individualised instruction +4, mastery learning +5	1 and 2
Lesson Study Cycles to Upskill Teaching.	EEF Collaborative Learning Approaches +5	1 and 2
Bespoke training courses based on need of specific teachers or cohorts.	EEF Behaviour interventions +4, Phonics +5, Reading Comprehension Strategies +6	1 and 2

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions during the school day.	EEF TA interventions +4	1 and 2
School-led tutoring	EEF 1:1 Tuition +5 EEF Small group tuition +4	1 and 2

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

Budgeted cost: £12,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Trust counsellor	EEF Social and emotional learning +4 EEF Behaviour interventions +4	4
Breakfast club provision	EEF Parental Engagement +4	5
Service families club provision	EEF Parental Engagement +4	3, 5
Bespoke offering of school clubs, trip payments etc according to need	EEF Parental Engagement +4	5
Subsidies of school services	EEF Parental Engagement +4	5

**Total budgeted cost: £32,545**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Though we had hoped to have an academic year free of Covid-related disruption, this proved not to be the case. Much of the small group intervention intended to address the attainment gap and learning engagement issues became inconsistent towards the end of the autumn and throughout the spring terms, due to high staff shortage and teaching and support staff alike required to cover gaps in timetables. Though un-published, our KS2 results did betray an attainment gap of between 20 and 30% between our disadvantaged children and their peers, although a small sample size (we are a one-form entry school) and some extreme cases (i.e. one child who was given a terminal diagnosis at the start of the academic year) skews the picture slightly. Nevertheless, we are aware of the gap and have adapted our approach to upskilling teaching to try and address it. Our CPD work around evidence-based strategies was also subject to interruption due to staff shortage, but beyond that, staff found the chosen webinars helpful to varying degrees, yet our OFSTED inspection in May revealed inconsistencies in our teaching practice. As such, we have shifted our CPD focus towards collaborative improvement via lesson study and an addressing on Rosenshine's Principles of Instruction in order to adapt, improve and bring greater consistency into our teaching practice.

We also worked hard to reach out to disadvantaged families who felt disaffected by their place in our community, and targeting our funding in a bespoke manner allowed us to pay for clubs and trips for them, as well as providing opportunities for them to receive second-hand uniform or attend our breakfast club to make working parents' lives easier. Our evaluation has been that rather than targeting spending in a specific area, regular communication with our disadvantaged families, to gain a sense of the challenges they face individually, and tactfully offering to provide support where something may be gained from spending is showing a greater impact on how supported and included our disadvantaged families feel. For that reason we are continuing down this particular avenue this year, aiming for regular communication and bespoke use of funding to support specific problems for individuals.

## 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*

<b>Programme</b>	<b>Provider</b>
Essential Letters and Sounds	OUP
White Rose Maths	White Rose
The Literary Curriculum	Literacy Tree

## Service pupil premium funding

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Enrichment activities, themed weeks, subscription to online learning services, services club.
What was the impact of that spending on service pupil premium eligible pupils?	We feel that we have had greater success in engaging our service families this year, and the creation of services club and inviting families to our Remembrance Assembly, as well as targeting a member of the governing body with a background in services, have all meant that our current service families respond favourably about our school in parental questionnaires and anecdotally. We intend to continue these strategies with a view to further promoting our school within the service community and hopefully increasing the number of service families that choose our school.