

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

Detail	Data
School name	Hart Community Primary School
Number of pupils in school	110 97 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs V Wilson
Pupil premium lead	Mrs V Wilson
Governor / Trustee lead	Mr C Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,553
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£17,553

Part A: Pupil premium strategy plan

Statement of intent

'To give all children the opportunity to be the best they can be and have fullness of life.'

At Hart Primary School, we strive to ensure that all children are given the knowledge, skills and support to experience fullness of life. Our ultimate aim for disadvantaged pupils is that they will not be prevented from achieving fullness of life, that is to have their options limited, by their circumstances. We believe in the transformative power of education to bring about meaningful change and aim to motivate all to succeed through a bespoke, aspirational and broad curriculum.

Research tells us that '*Reading for pleasure is the single most important indicator of a child's success.*' (OECD, 2002) and we also know that this begins with effective teaching of Early Reading. We know that children who are fluent readers early on are set up well to become readers for pleasure for life. This continued commitment to successful Early Reading, including for our vulnerable pupils is a major focus of our Pupil Premium strategy this year.

We know that high quality teaching has the greatest impact on pupil attainment and so our Pupil Premium strategy is focused on the development of high-quality teaching and learning practices that benefit all pupils, including those who are disadvantaged.

We also recognise the importance of timely, specific and targeted 'keep up' and 'catch up' interventions. 'Keep up' interventions happen on the same day wherever possible and are designed to address misconceptions or provide extra practice to increase fluency quickly to ensure that a child is building on secure foundations in the next lesson. These sessions also take the form of pre-teach work to ensure that pupils are well prepared for the learning the next day.

'Catch-up' interventions may take place over several sessions are bespoke interventions designed to enable pupils to catch up with their peers in key concepts. Prompt recognition of areas in which children require keep up and early intervention are extremely important.

Challenges

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

NB: specific details surrounding challenge areas and their identification have not been listed in this strategy statement due to small numbers of pupils and the need to maintain anonymity for these pupils. A more detailed rationale is held in school.

Challenge number	Detail of challenge
1	<p><u>To ensure consistent provision for Early Reading.</u></p> <p>Over the last 6 year period, school recognised that Letter and Sounds did not provide all that was needed to ensure progression in phonics and supplemented with resources from other sources. Reading Framework (July 2019) recommends 'fidelity' to a scheme in its entirety. Decision to move to 'Little Wandle' as uses elements of 'Letter and Sounds' but enables fidelity to a SSP.</p> <p>This is a key whole-school priority that is amenable to change. Range of experience in EYFS and KS1 will be supported by fidelity to one scheme.</p>
2	<p><u>To narrow the gap in Reading attainment.</u></p> <p>Significant proportion of pupils within disadvantaged group are identified within the bottom 20% of class achievement within each cohort across the school.</p>
3	<p>KS2 Disadvantaged pupils working below age-related expectations/ COVID gaps in maths.</p> <p>Internal data, book looks and discussions with staff identify disadvantaged pupils with gaps in mathematical understanding. These need to be closed in order to avoid cumulative dysfluency.</p>
4	<p>Disadvantaged pupils to contribute to pupil leadership at whole school level following impact of isolations and remote learning - Pupils felt that COVID was 'done to them' and reported the lost their sense of leadership.</p>

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
<ul style="list-style-type: none"> • Pupils, including those who are disadvantaged, meet age related expectations for phonics in order for them to be fluent, confident readers with a strong acquisition of vocabulary, a love of reading and skills to spell by the end of year 2. • Consistent, high quality phonics teaching that shows fidelity to the validated synthetic phonics programme. • Narrowed attainment gap between disadvantaged and non-disadvantaged pupils in reading. 	<p>100% of disadvantaged pupils reach the expected standard in the phonics screening check in Y1 and Y2(Covid)</p> <p>100% of disadvantaged pupils in reception to be secure on Phase 4 by the end of the year.</p> <p>100% of disadvantaged pupils are fluent readers at the end of Y2 (Rasinski fluency rubric)</p> <p>Termly assessments show at least expected progress towards end of year targets in reading.</p> <p>Teachers and teaching assistants deliver phonics sessions that show fidelity to the Little Wandle phonics programme.</p> <p>Reading lessons are well-matched to the needs of pupils, addressing identified gaps.</p> <p>Catch up and keep up sessions for identified pupils result in progress against individual targets and, ultimately, a narrowing of the attainment gap between disadvantaged and non-disadvantaged pupils.</p> <p>Shared observations with other schools indicate fidelity to the scheme and the success of training and bespoke coaching where applicable</p>
<ul style="list-style-type: none"> • Gaps identified for pupils on return to school in Mathematics are closed through quality first teaching and, where needed, effective keep up and catch up support. 	<p>Termly assessments show at least expected progress towards end of year targets in reading.</p> <p>Book looks, in-house assessments and progress in standardised testing identify that children have the required substantive and procedural knowledge and that they can recall this confidently at a later date.</p> <p>Identified children no longer require additional support/intervention in these specific areas.</p>

	<p>Fluency and Flexibility sessions provide opportunities for recall of knowledge from key targeted areas for each cohort.</p> <p>Fluency and Flexibility objectives prioritised to address immediate gaps in knowledge to avoid cumulative dysfluency.</p>
<ul style="list-style-type: none"> Disadvantaged pupils are well represented in clubs and school leadership groups. 	<p>Disadvantaged pupils at least proportionally represented in clubs and school leadership groups.</p> <p>All pupils, including disadvantaged pupils in years 5 and 6, have the opportunity to attend the residential.</p> <p>Pupil voice indicates that disadvantaged pupils feel they make a positive contribution to pupil leadership and feel confident in their role.</p>

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: We recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research available validated systematic synthetic phonics programme and identify the most suitable for our pupils.	Validation of systematic synthetic phonics programmes (DfE 2021)	1, 2
<i>Whole school training on SSP – teachers, teaching assistants and students.</i>	Validation of systematic synthetic phonics programmes (DfE 2021)	1, 2
<i>Bespoke follow-up CPD to ensure sustained fidelity and impact of the SSP</i>	Validation of systematic synthetic phonics programmes (DfE 2021) Improving Literacy in Key Stage One (EEF 2021)	1, 2
<i>AHT released to support and develop the teaching of SSP in EYFS and KS1</i>	Validation of systematic synthetic phonics programmes (DfE 2021) Improving Literacy in Key Stage One (EEF 2021)	1, 2
<i>DHT released to support and develop the teaching of reading in KS2 – bespoke coaching and supported planning.</i>	Coaching for staff in providing highly effective modelling and feedback to accelerate progress in writing in Key Stage 2. (EEF – Improving Literacy in Key Stage 2)	1, 2
<i>DHT release to support and develop the teaching of maths across school through bespoke coaching.</i>	EEF – Improving Mathematics	3
<i>Bespoke CPD for Teaching Assistants new to year group to enable them to maximise impact of support and intervention in reading and maths.</i>	Coaching for staff in providing highly effective modelling and feedback to accelerate progress in writing in Key Stage 2. (EEF – Improving Literacy in Key Stage 2) Improving Maths in Key Stage 2 – EEF)	1, 2, 3

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

Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £3,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional maths booster and catch-up groups for KS2 disadvantaged pupils below ARE delivered by staff (including DHT).</i>	Small Group Tuition (EEF Toolkit)	3
<i>Teaching Assistants trained to deliver School-Led Tutoring to identified pupils.</i>	National Tutoring Programme (DfE)	2,3
<i>Personalised intervention to address COVID gaps and enable pupils to reach the expected standard in the PSC.</i>	One to One Tuition (EEF) Small Group Tuition (EEF Toolkit) Improving Literacy in Key Stage One (EEF 2021)	1

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

Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £3,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>DHT and AHT time to support families with attendance, punctuality and readiness to learn</i>	St Peter's Elwick action research 2020-21	1,2,3,4
<i>Supporting access to education and residential visits</i>	Extra-curricular inequality, Sutton Trust, 2014 Social and Emotional Learning (EEF Toolkit)	4

Total budgeted cost: £ 15,012

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Internal data (including attendance and behaviour data) is suppressed due to the small numbers and risk of identification of individual pupils.

Provide quality blended remote learning with an appropriate blend of synchronous and asynchronous learning opportunities to allow flexibility within each individual home context.	Pupils provided with devices and bespoke training and set-up support so that 100% of pupils had access to a high quality remote learning offer including bespoke 1:1 interventions. Pupil premium pupils made progress – effective impact.
Staff release for CPD for teaching of time topic	100% of KS2 pupil premium pupils able to answer age appropriate time questions correctly.
External Staff CPD with a focus on the acquisition and retention of topic specific vocabulary and knowledge	100% of pupil premium pupils made progress in reading (standardised teacher administered tests)
Release time of AHT teacher to monitor and support progress of identified PP pupils Bespoke interventions – catch up and keep up.	Effective impact – pupil premium pupils making progress against individual targets. Identified gaps addressed.
Commando Joe's Programme	Effective impact – behaviour logs, increased extra-curricular involvement.

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
Commando Joe's Respect Programme	CJ's Education Services