

# Pupil premium strategy statement

## Hart Primary School – 2022 to 2023

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	108 99 excluding nursery
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Marie Crowe
Pupil premium lead	Marie Crowe
Governor / Trustee lead	Mr C Reid

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12770
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*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.</i>	£0
<b>Total budget for this academic year</b>  <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>	£14770

# Part A: Pupil premium strategy plan

## Statement of intent

'To give all 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.

As stated in 'The Reading Framework' (DfE, 2021) '*After year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.*' Research shows that children can catch up if they receive a few months of intensive individual or small-group teaching. As a school, we are committed to teaching each child to read before they leave us and so additional provision for those who are falling behind in word reading will be a focus of our Pupil Premium strategy this year.

We believe that children who can plan, monitor and evaluate their learning are more successful in their learning. The Education Endowment Fund (EEF) has found that the potential impact of these metacognitive and self-regulation approaches on children's learning is high (+7 months additional progress), however, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With this in mind, our Pupil Premium strategy this year will focus on the explicit teaching of metacognitive and self-regulatory strategies in order to enable our pupil premium, and other children, to independently and habitually manage their own learning and overcome challenges.

Our strategy will focus on ensuring accuracy in assessment for learning so that individual learning needs, inclusive of those children with SEND, are identified and specific learning needs are met through provision of appropriate resources and activities.

A lasting legacy of covid-19 is the impact on children's social and emotional needs, particularly for our most vulnerable children. Our strategy this year will focus on improving children's emotional intelligence and engagement in learning so that they become more emotionally resilient and better placed to engage with life and learning.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments have shown that disadvantaged children, some of whom are also SEND or EAL, are unable to blend words in order to read fluently. This has a negative impact on their ability to read and comprehend what they are reading, meaning that they fall behind their peers.
2	A number of our disadvantaged children are unable to self-regulate their learning. This prevents them from being independent learners who can overcome challenges and will have an impact on their future learning and life chances.
3	Assessments show that disadvantaged children, some of whom also have SEND, are not meeting age-related targets. School self-evaluation and parent voice has also indicated that some activities and resources are not well matched to the needs of children, and this has a negative impact on their learning.
4	The social and emotional impact of Covid-19 can still be seen in children, especially those who are vulnerable, and this means that some children are not emotionally resilient and in turn are not ready to engage with learning.

## 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
Pupils whose word reading ability is below age-related expectations, including KS2 children, disadvantaged and SEND children, will have access to adapted phonics teaching.	<p>100% of disadvantaged children will meet the expected standard in the Y1 Phonics Screening Check and the Y2 resit.</p> <p>Teachers and Teaching Assistants will be trained to deliver the Little Wandle rapid catch-up and SEN programme.</p> <p>All children on the rapid catch-up and SEN programmes making progress in their phonics assessments.</p> <p>Reading lessons and books well matched to the phonics ability of children, and texts are age-appropriate.</p>
Disadvantaged, and other, children will become self-regulated learners who can manage their own learning and overcome challenges.	<p>All staff will have a secure understanding of and be confident in teaching metacognitive skills to children.</p> <p>School will have a dedicated metacognition lead who works as part of a trust-wide working party.</p>

	<p>Children will be confident in planning, monitoring and evaluating their learning.</p> <p>Children will become more independent in their learning.</p>
<p>A well-adapted curriculum which makes use of assessment for learning to identify the needs of individuals and groups of children so that they can access their learning and make progress.</p>	<p>Teachers making accurate use of assessment to identify the needs of children.</p> <p>Activities adapted to meet the needs of children, including the appropriate use of resources.</p> <p>All disadvantaged and SEND children will be making progress based on their individual needs.</p> <p>Evidence during lesson observations of adaptations that have been made based on the needs of children and activities and resources which are well matched to the needs of the children.</p> <p>Provision of appropriate intervention for those who are falling behind, e.g. same-day maths keep-up</p> <p>Any individual provision and intervention for specific children will be communicated with parents so that they are aware of the support being provided to their child and how they can help at home.</p>
<p>To develop the emotional intelligence of all children so that they are emotionally resilient and ready to learn.</p>	<p>All staff to attend initial 'Thrive' training in order to develop their understanding of emotional resilience and its impact on children's engagement.</p> <p>Identified staff members become 'Thrive' ambassadors.</p> <p>'Thrive' action plan, activities and resources will be embedded within the whole school culture.</p> <p>'Thrive' assessments and re-assessments will show a positive improvement in children's emotional resilience.</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 £7385.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of staff to deliver Little Wandle Rapid Catch-Up and SEND interventions	The Reading Framework: Teaching the Foundations of Literacy <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/95022/section-4-children-at-risk-of-reading-failure.pdf">Section 4: Children at risk of reading failure (publishing.service.gov.uk)</a> Validation of systematic synthetic phonics programmes (DfE 2021) <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a>	1,3
Identification of Metacognition Lead, training of lead and all other staff.	EEF: Metacognition and Self-Regulated Learning. <a href="https://educationendowmentfoundation.org.uk/learning-improvement/metacognition-and-self-regulated-learning/">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>	2
Whole-school 'Thrive' training and training of two 'Thrive' Ambassadors.	Thrive Approach – Impact Reports <a href="https://www.thriveapproach.com/impact-and-research/impact-report">www.thriveapproach.com/impact-and-research/impact-report</a> EEF – Social and Emotional Learning <a href="https://educationendowmentfoundation.org.uk/learning-improvement/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4

## 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 £3692.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional daily phonics catch-up for those children beyond Y1 and SEND children who cannot blend fluently.	The Reading Framework: Teaching the Foundations of Literacy <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/section-4-children-at-risk-of-reading-failure.pdf">Section 4: Children at risk of reading failure (publishing.service.gov.uk)</a> Validation of systematic synthetic phonics programmes (DfE 2021) <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/section-4-children-at-risk-of-reading-failure.pdf">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a>	1,3
Purchase of additional resources, including KS2 appropriate phonetically decodable books, so that Rapid Catch-up and SEND phonics intervention can be delivered effectively.	The Reading Framework: Teaching the Foundations of Literacy <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/section-4-children-at-risk-of-reading-failure.pdf">Section 4: Children at risk of reading failure (publishing.service.gov.uk)</a> Validation of systematic synthetic phonics programmes (DfE 2021) <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/section-4-children-at-risk-of-reading-failure.pdf">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a>	1
Employ teaching assistant for an additional 5 hours per week so that interventions can take place daily.	EEF – Teaching Assistant Interventions <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> The Reading Framework: Teaching the Foundations of Literacy <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/section-4-children-at-risk-of-reading-failure.pdf">Section 4: Children at risk of reading failure (publishing.service.gov.uk)</a>	1,3
Purchase of resources and provision of adapted activities to support and scaffold learning needs of disadvantaged and SEND children as identified in assessment for learning.	EEF – Individualised Instruction <a href="https://educationendowmentfoundation.org.uk/individualised-instruction/">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a>	3

## 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 £3692.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources and subsidy of experiences which improve emotional resilience of children.	Thrive Approach – Thrive Approaches <a href="#">Activities for children up to 11   Resources   The Thrive Approach</a> EEF – Social and Emotional Learning <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	4

**Total budgeted cost: £ 14770**