

Pupil premium strategy statement – Hart 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	104
Proportion (%) of pupil premium eligible pupils	3.1% (3 Children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Marie Crowe
Pupil premium lead	Marie Crowe
Governor / Trustee lead	Colin Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4365
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£6365

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, our ultimate goal for not only our disadvantaged children, but for all of our children, is that they can be whoever they want to be and do whatever they want to regardless of their background or starting point.

The Reading Framework (July 2023) states that ‘Fluent decoding allows us to understand what we read’ and that ‘As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.’ As a school, we are committed to developing children’s love of reading so that they become natural, automatic readers and so that they have the essential skills to set them on the right track for their academic and career-related lives.

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 build upon the Thrive work started in the previous academic year with a 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. We believe that these skills are essential if children are to be the best that they can be.

Finally, as stated in the Gatsby Benchmark Report (2014), ‘Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them.’ and as such, it is our intention to expose children to the wide range of opportunities available to them once they leave Hart Primary, not only in Hartlepool, but in the UK and World-Wide. We want children to make informed choices about their future education and careers so that they have ambitious aspirations and can live with a fullness of life.

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, lack fluency in their reading. This has a negative impact on their ability to read at an appropriate speed and comprehend what they are reading, meaning that they fall behind their peers.
2	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.
3	Research has shown that some children have decided on their career aspirations by the age of 4, and this is based on their life experiences and exposure to the careers that are available to them. Children from disadvantaged families have lower aspirations than those from advantaged families and the opportunities for children who live in Hartlepool are less than those who live in the south or in bigger, less disadvantaged cities. We therefore face a challenge of inspiring children to have greater aspirations.

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
Children who can decode will have an improvement in their reading fluency.	All identified children, including those who are disadvantaged, will have made improvements in their reading fluency. Teachers and TAs will have a secure understanding of 'Reading Theatres' and how they can be used to improve the reading fluency of children. Teachers and TAs will be trained in delivering Little Wandle Reading Fluency sessions.
To develop the emotional intelligence of all children so that they are emotionally resilient and ready to learn.	All staff to attend initial 'Thrive' training in order to develop their understanding of emotional resilience and its impact on children's engagement. Identified staff members become 'Thrive' ambassadors. 'Thrive' action plan, activities and resources will be embedded within the whole school culture. 'Thrive' assessments and re-assessments

	<p>will show a positive improvement in children's emotional resilience.</p> <p>A dedicated 'Thrive Sanctuary', where children can receive Thrive work will be established.</p>
<p>Develop a whole-school careers related (CRL) learning strategy.</p>	<p>All staff will understand how CRL can be taught in Hart Primary.</p> <p>Children's aspirations will be raised.</p> <p>There will be an increase in meaningful employer encounters.</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: £ 2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of staff to deliver 'Reading Theatres.	EEF – Improving Literacy in KS2 – Reader's Theatre KS2-Lit-Readers-theatre.pdf (d2tic4wvo1iusb.cloudfront.net) DfE Reading Framework The reading framework (publishing.service.gov.uk)	1
Training of staff to deliver Little Wandle Reading Fluency sessions	DfE Reading Framework The reading framework (publishing.service.gov.uk)	1
Whole-school 'Thrive' training and training of two 'Thrive' Ambassadors.	Thrive Approach – Impact Reports Impact Report The Thrive Approach EEF – Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
Training of a Staff Member in Careers Related Learning.	The Gatsby Benchmark Report 6144_Gatsby_career_2014_AW.indd What Works? Career-related learning in Primary Schools 1145 What works Primary digital version 07 01 2019.pdf (careersandenterprise.co.uk)	3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle Fluency Books to support delivery of reading fluency sessions.	DfE Reading Framework The reading framework (publishing.service.gov.uk)	1
Additional reading fluency sessions for children in KS2 who are not reading fluently.	DfE Reading Framework The reading framework (publishing.service.gov.uk)	1

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

Budgeted cost: £565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources which improve emotional resilience of children.	Thrive Approach – Thrive Approaches https://www.thriveapproach.com/resources?category=primary EEF – Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
Development of a Careers Related Learning Strategy	The Gatsby Benchmark Report 6144 Gatsby career 2014 AW.indd What Works? Career-related learning in Primary Schools 1145 What works Primary digital version 07 01 2019.pdf (careersandenterprise.co.uk)	3

Total budgeted cost: £6365

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All relevant staff were trained in the Little Wandle Letters and Sounds intervention programs meaning that KS2 children who cannot blend are now getting a daily phonics intervention and SEN children who have significant cognitive delay are able to access daily phonics. The impact of this was that:

- One Non-Verbal SEN child showed that they could identify all phonemes. Previously this had not been recognised.
- Two children sat the Phonics Screening Resit and passed (100% pass rate) it after accessing Rapid Catch Up throughout the year, one of these children was disadvantaged.
- Two disadvantaged children who were also SEND progressed from phonics reading books to books that were not fully decodable.

As a school, we feel that Little Wandle Phonics, including the use of the associated intervention programmes has been successful, and we will now turn our focus onto developing the reading fluency of children in Y2 and beyond, particularly for disadvantaged children.

In KS2, decodable books were purchased. The topics of these books were more KS2 friendly and this removed the stigma attached with reading decodable books which were intended for younger children. As a result of this purchase, two UKS2 children were more motivated to read and both were moved onto non-phonics readers by the end of the academic year. We now feel well resourced to support children in KS2 who still need decodable books, and so, as mentioned above, will turn our attention to developing reading fluency.

The introduction of metacognition across the school has been a huge success. A peer review in the summer term found that “Pupils were able to articulate a fantastic understanding of metacognition and cognitive load. They shared strategies for activating, practising and reviewing. Pupils knew what ‘review’ meant and it was evident that this is embedded into their whole curriculum. Teachers can refer to staff training and how this has impacted their planning of curriculum design and their direct teaching – focussing on the shared language with pupils. Teaching Assistants support the shared language across school and recognise that this is used with children so that they are also using the technical vocabulary.” School will continue to apply these metacognitive practices in daily teaching going forward.

Thrive training began in the spring term, but due to illness of the trainer has been halted. This activity will be carried over into the next academic year. As per the PP strategy for 2022-2023, some money was used to purchase resources to support the implementation of the Thrive programme and this will continue in the new PP strategy.

School were unable to employ teaching assistant for an additional 5 hours per week. Instead, it was decided that we would employ an apprentice TA on a full-time basis. By increasing this capacity in TAs, more interventions have taken place daily. These include an increase in the number of OT sessions and ‘core skills’ sessions which focus on attention & listening, language, communication, motor skills and symbolic play. As a result of this, the needs of our children are being more readily met.

As a result of CPD throughout the year, staff have become more skilled at making use of assessments to identify the needs of children. As a result of this, the curriculum has been adapted to better meet the needs of individual children. Any required resources have been purchased, for example fidget toys to support concentration, coloured overlays to help with reading etc. The outcome of this is that we can be assured that the needs of our disadvantaged and SEND children are being met.

Pupil Premium money was spent on subsidising a disadvantaged child's residential trip to Edinburgh and this allowed them to build their emotional resilience in regards to being away from their parents for the first time and in turn, supported their transition into KS3.

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
SSP	Little Wandle