

Pupil premium strategy statement – Hartburn 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	589
Proportion (%) of pupil premium eligible pupils	14%
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)	2023-2026
Date this statement was published	Reviewed on 9.12.24
Date on which it will be reviewed	June 2024
Statement authorised by	Julia Armstrong
Pupil premium lead	Claire Park
Governor / Trustee lead	Claire Berry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,740
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>	0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£115,740

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues.
2	The negative impact of absence due to the pandemic on progress and attainment, particularly in phonics and early reading.
3	Issues with speech and language development.
4	Issues with social, emotional, health and well-being.
5	Lack of resources to access extended activities outside school e.g. residential visits, clubs and tuition.
6	Lack of parental engagement and support.

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
Progress in Reading	Attainment Gap between PPG and other children at end of 2023-24 has not widened since Summer 2023 in KS2 Reading.
Progress in Writing	Attainment Gap between PPG and other children at end of 2023-24 has not widened since Summer 2023 in KS2 Writing.
Progress in Mathematics	Attainment Gap between PPG and other children at end of 2023-24 has not widened since Summer 2023 in KS2 Writing.
Phonics	Achieve national average expected standard in PSC in Y1 and Y2 Catch Up.
Other	Improve attendance of disadvantaged pupils to LA average.

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: £28,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and John Murray annual refresher training and induction for new staff to ensure a whole-school approach to the teaching of reading.	The EEF's Teaching and Learning Toolkit indicates that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	2
Quality First Teaching annual refresher training and induction training including effective feedback strategies.	The EEF's Teaching and Learning Toolkit indicates that providing feedback is a well-evidenced and has a high impact on learning outcomes on average (6 months). Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Collaborative learning approaches have a positive impact, on average (+5 months), and may be a cost-effective approach for raising attainment.	2,3 & 6
Adaptive Teaching CPD.	Eaton, J. (2022) Moving from 'differentiation' to 'adaptive teaching'. Education Endowment Blog. Standard 5 of the 'Teachers' standards' requires that teachers "adapt teaching to respond to the strengths and needs of all pupils". This is further described in the 'ITT core content framework' (for Initial Teacher Training) and the 'Early career framework' (ECT), which unpack it with evidence-informed statements and crucially, marry it with standard 1 to "set high expectations which inspire, motivate and challenge pupils". Equally, Ofsted give examples of the difference between differentiation and adaptive teaching in their 'Education inspection framework: overview of research', describing the latter as being "responsive". The benefits of adaptive teaching are integral within its	2 & 3

	<p>principles, taking these from the ECT examples (p.17) to:</p> <ul style="list-style-type: none"> • provide opportunity for all pupils to experience success, including by maintaining high expectations for all, balancing input of new content so that pupils master important concepts, and making effective use of teaching assistants • meet individual needs without creating unnecessary workload, including making use of well-designed (existing) resources; planning to connect new content with pupils' existing knowledge or providing additional pre-teaching; building in additional practice; reframing questions to provide greater scaffolding; and considering carefully how to intervene within lessons with individuals and small groups rather than planning different lessons for different groups of pupils • group pupils effectively, including by applying high expectations to all groups, changing groups regularly, and ensuring that any groups based on attainment are subject specific 	
<p>SEND training for staff and development of provision for specific needs.</p> <p>Language, Physical Development, Health and Wellbeing training for staff to enhance quality first teaching and early intervention in EYFS.</p> <p>Reduce adult to child ratio by assigning all EYFS staff to a key person group.</p>	<p>The EEF's Teaching and Learning Toolkit indicates that Oral Language Interventions are very high impact for very low cost, based on extensive evidence.</p> <p>The EEF's Teaching and Learning Toolkit indicates that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>3 & 4</p>
<p>TA training and Trust network CPD.</p>	<p>EEF Guidance Report: 'Making Best Use of Teaching Assistants!' to support adaptive teaching strategies.</p>	<p>2</p>

Phase leaders and SENCO released from classroom to plan, lead and monitor interventions across school.	EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £74,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to lead small SEN & Catch Up groups for English and maths provision in EYFS and Year 6 and Booster provision for Y6. Additional TA's to reduce group sizes across EYFS and Y6.	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	2
Teaching Assistants deployed for small group Catch Up tuition and SEN intervention across school.	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year. EEF: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.	2, 4

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

Budgeted cost: £13,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund release to plan parental support through curriculum workshops and meetings led by Phase Leaders.</p> <p>'Stay and Read' sessions in place for Reception to encourage shared reading</p> <p>'Stay and Play' sessions in place for Nursery to promote school expectations.</p> <p>Workshops for parents across school to encourage engagement and to build partnerships so parents support their children with reading and homework.</p>	<p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF: Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p>	6
<p>Fund spot purchases, in addition to our SLA, for therapeutic counselling.</p>	<p>There is no EEF research-based evidence to support the effectiveness of specialist counselling. However, we have seen the positive impact of supporting children's mental health in school in removing barriers to learning.</p>	4
<p>Maintain a vulnerability pyramid to identify, target and track support and intervention.</p> <p>Well-being working party to drive school improvement.</p>	<p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	4
<p>Fund free breakfast club to support targeted vulnerable families to improve attendance and punctuality.</p>	<p>We see the positive impact of removing attendance barriers to learning in school. Children are not hungry and arrive in school on time, ready to learn.</p>	1, 4, 6
<p>Fund sports clubs and residential visits to support targeted</p>	<p>In school we have first-hand experience that these experiences improve confidence and positively impact on</p>	2, 4, 5, 6

<p>vulnerable families to provide collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p>	<p>improving children' life/social skills and academic progress.</p> <p>EEF: The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	
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Total budgeted cost: £115,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Hartburn are on target to achieve the outcomes of our 2023-24 strategy (as outlined in the Intended Outcomes section above). The 2023-24 Pupil Premium Strategy was highly successful; the intended outcomes of that plan were met (please see data below). Our analysis of school data and observations used to assess wider issues impacting on disadvantaged pupils' performance, including attendance, behaviour and wellbeing evidences that all aspects of the current plan - using proven strategies from the previous year - are working well.

Pupil Premium Comparisons (2024 data) Hartburn Primary

Section B of report

KS2	Sch Dis		Sch Non Dis		Sch Diff	
	Sch Dis	Nat Dis	Sch Non Dis	Nat Non Dis	Sch Diff	Nat Diff
Reading EXP+	58%	62%	92%	79%	34%	17%
Writing EXP +	83%	58%	94%	78%	11%	20%
Maths EXP+	92%	59%	86%	79%	-6%	20%
Combined EXP +	58%	45%	83%	67%	25%	22%

In Maths PP children performed better than non PP and in Writing the gap within school was smaller than the national gap

Phonics	Sch Dis		Sch Non Dis		Sch Diff	
	Sch Dis	Nat Dis	Sch Non Dis	Nat Non Dis	Sch Diff	Nat Diff
Phonics	58%	68%	94%	84%	36%	16%

Gap in phonics was larger than national gap by 20%