

# Pupil premium strategy statement – Hartlip Endowed Church England 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	109
Proportion (%) of pupil premium eligible pupils	17%
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	31 <sup>st</sup> December 2022
Date on which it will be reviewed	Ongoing
Statement authorised by	
Pupil premium lead	Tracey Jerome
Governor / Trustee lead	Liz Hadley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17645
Recovery premium funding allocation this academic year	£
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>	£
<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>	£17645

# Part A: Pupil premium strategy plan

## Statement of intent

At Hartlip School, our vision directs that we are all of equal importance and that everyone is special. It is our intent that no one is left behind, and if that starts to become the case, actions are swiftly placed to ensure that the lost sheep is found.

Every child has the same opportunities and experience to ensure that they flourish and reach their full potential. They should experience life in all its fullness.

It is our aim to ensure that we make this happen as a school.

## Challenges

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

Challenge number	Detail of challenge
1	Learning stunted due to key skills not being rehearsed, revisited, supported and show cased
2	Children unable to be supported in their learning due to the working commitments of parents
3	Children not having access to the same technology as other children due to lack of internet and devices
4	Children not having access to resources to support learning in the same way as other children
5	Learning stunted due to emotional barriers
6	Well-being stunted as a result of not being able to have access to opportunities
7	Talents not recognised as unable to access opportunities, particularly those where there are associated financial implications
8	Poor attendance/persistent absence
9	Basic needs not met to demonstrate belonging: school uniform/PE kits etc. Hungry, poor dental hygiene, dirty

## 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 to make at least expected progress	<p>Children will be supported in their learning appropriately to ensure that they make at least expected progress:</p> <ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Classroom interventions</li> <li>• Homework club</li> <li>• Scheduled small group interventions in maths and English run every morning</li> <li>• Barriers removed to learning by the support of Pastoral Assistant Intervention</li> </ul>
Children to reach at least age expected attainment	<p>Children will be supported in their learning appropriately to ensure that they make at least age-related attainment</p> <ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Classroom interventions</li> <li>• Homework club</li> <li>• Scheduled small group interventions in maths and English run every morning</li> <li>• Barriers removed to learning by the support of Pastoral Assistant Intervention</li> </ul>
Children to achieve the 97% attendance target	<p>Work with families to ensure that children meet their attendance target:</p> <ul style="list-style-type: none"> <li>• Offer breakfast club and after school provision</li> <li>• Work with families to make arrangements for children to attend school when there are difficulties: meet/arrange taxi/car sharing/breakfast club/after school provision</li> <li>• Free access to extra school curricular activities</li> <li>• Free access to homework club</li> <li>• Families and children supported by intervention from the Pastoral Assistant</li> </ul>

<p>Ensure that basic needs are met</p>	<ul style="list-style-type: none"> <li>• Provide food as required for breakfast/lunch and snacks</li> <li>• Facilities for washing and cleaning teeth</li> <li>• Issue of uniform and PE kit</li> <li>• Families and children supported by intervention from the Pastoral Assistant</li> </ul>
<p>Ensure that children can participate in remote learning so that they can continue to learn and make progress in line with peers</p>	<ul style="list-style-type: none"> <li>• Provide devices</li> <li>• Provide internet</li> <li>• Families and children supported by intervention from the Pastoral Assistant</li> </ul>
<p>Expose children to opportunities so that talents and gifts can be recognised and developed</p>	<ul style="list-style-type: none"> <li>• Allow children free access to extra-curricular clubs of their choosing</li> <li>• Facilitate a homework club</li> <li>• Facilitate 1:1 music lessons</li> <li>• Access opportunities that are available nationally</li> <li>• IRock bursary</li> <li>• Pay in full/subsidise activities such as school trips/residentials/swimming etc</li> <li>• Provide free access to opportunities such as Singing Squad, Worship Band and the football team</li> </ul>
<p>Ensure that every child has the same opportunities</p>	<ul style="list-style-type: none"> <li>• Pay in full/subsidise activities such as school trips/residentials/swimming etc</li> <li>• Families and children supported by intervention from the Pastoral Assistant</li> </ul>

## 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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD will be delivered to teachers in retrieval practice, as well as supporting vulnerable children with varying needs	EEF: Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.	1, 2, 3, 4
CPD will be delivered to Teaching Assistants in: Phonics, Mastering number. Mastery of number so that children can be appropriately supported	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.	1, 2, 3, 4
A full time Pastoral Assistant has been employed to support children, parents and families in overcoming their barriers to learning	Social and emotional skills support effective learning and are linked to positive outcomes later in life.	1, 2, 3, 4, 5
<p>The Pastoral Assistant will have high quality CPD to deliver intervention to support our vulnerable and disadvantaged children Improving the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Drawing and Talking</li> <li>• Rainbow Bereavement</li> <li>• Trauma Practices</li> </ul>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	1, 2, 3, 4, 5, 7

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children will be supported in their learning appropriately to ensure that they make at least expected progress and are at age expected attainment</p> <ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Classroom interventions</li> <li>• Homework club</li> <li>• Scheduled small group interventions in maths, English and phonics run every morning</li> <li>• Barriers removed to learning by the support of Pastoral Assistant Intervention</li> </ul>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>Targeted academic support assists language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p>	<p>1, 2, 3, 4, 5</p>
<p>The provision of homework will be reviewed.</p> <ul style="list-style-type: none"> <li>• A new home learning policy will be agreed with staff</li> <li>• Children will have home learning books</li> <li>• Parents will be invited to home</li> </ul>	<p>The quality of the task set appears to be more important than the quantity of work required from the pupil.</p> <p>There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases.</p> <p>The studies reviewed with the highest impacts set homework twice a week in a particular subject.</p>	<p>1, 2, 3, 4, 6, 7</p>

<p>learning information sessions to understand the expectations</p> <ul style="list-style-type: none"> <li>• A homework club will be established</li> </ul>	<p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</p> <p>To maximise impact, it also appears to be important that students are provided with high quality feedback on their work</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with families to ensure that children meet their attendance target:</p> <ul style="list-style-type: none"> <li>• Offer breakfast club and after school provision</li> <li>• Work with families to make arrangements for children to attend school when there are difficulties: meet/arrange taxi/car sharing/breakfast club/after school provision</li> <li>• Free access to extra school curricular activities</li> <li>• Free access to homework club</li> </ul> <p>Families and children supported by intervention from the Pastoral Assistant</p>	<p>A range of approaches aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Meet the basic needs of children:</p> <ul style="list-style-type: none"> <li>• Provide food as required for breakfast/lunch and snacks</li> <li>• Facilities for washing and cleaning teeth</li> <li>• Issue of uniform and PE kit</li> </ul>		<p>3, 4, 5, 6, 7, 8, 9</p>

<p>Allow children free access to extra-curricular clubs of their choosing</p> <ul style="list-style-type: none"> <li>• Facilitate a homework club</li> <li>• Facilitate 1:1 music lessons</li> <li>• Access opportunities that are available nationally</li> <li>• IRock bursary</li> <li>• Pay in full/subsidise activities such as school trips/residentials/swimming etc</li> <li>• Provide free access to opportunities such as Singing Squad, Worship Band and the football team</li> </ul>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning.</p>	<p>3, 4, 5, 6, 7, 8</p>
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**Total budgeted cost: £ 20,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outcomes for disadvantaged pupils in the 2021 to 2022 academic year are as follows:*

Reading:

77% PP pupils: made expected +progress

69% PP pupils made accelerated progress

Maths:

77% PP pupils: made expected+ progress

53% PP pupils made accelerated progress

Writing:

33% PP pupils: made expected+ progress