

# 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.

## School overview

Detail	Data
School name	Hardwicke Parochial Primary Academy
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	94 (23%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Wendy D'Arcy
Pupil premium lead	Heather Gregory (Mat Leave) Wendy D'Arcy
Governor / Trustee lead	Vanessa Moore

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96,355
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,355

## Part A: Pupil premium strategy plan

### Statement of intent

At Hardwicke Parochial Primary Academy, we ensure that teaching and learning meets the needs of all of the pupils. Appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of disadvantaged pupils are identified and appropriate action is taken to address these. Pupil premium spending focuses on supporting children to achieve their potential, aiming for all children to achieve at least age-related expectations and to **SHINE** as they 'Walk as Children of Light.' The use of the pupil premium funding aims to secure effective engagement from all pupils and parents/carers. This may require support in their attendance, physical needs, educational, social and emotional support and extracurricular activities.

### Challenges

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

Challenge number	Detail of challenge
1	Inconsistent attendance
2	Number of pupils with complex Social, Emotional and Mental Health Needs
3	Low Prior Attainment
4	Family Support/ Aspirations
5	Communication skills and spoken word on entry to EYFS

### 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
Close the gap between disadvantaged pupils and non-disadvantaged pupils in RWM	<p>Through monitoring, support and challenge means Quality first teaching is evident and consistent across the school.</p> <p>Impact of Quality First Teaching and Interventions carefully monitored and reviewed so that outcomes for vulnerable pupils improve.</p> <p>Transparent and early identification of target pupil is reviewed through regular Pupil Progress Meetings.</p> <p>All teachers and staff have received training to ensure consistency in approach to the teaching of Reading and Mathematics across the school.</p>
Attendance for Pupil Premium pupils is at least 96%	<p>Rigorous monitoring of attendance so that it improves for all pupils, particularly Disadvantaged and SEND pupils</p> <p>Pupils on time-where this is not the case a support plan in place. Termly letters sent to parents warning about attendance</p> <p>Action plans agrees where needed</p>
To ensure that the Quality of Education at Hardwicke for ALL pupils including SEND and disadvantaged is Good	<p>Consistent approach to the teaching of reading, writing and maths</p> <p>Teachers and adults use assessment effectively to address misconceptions-gaps in pupils knowledge and understanding are addressed</p> <p>CTG(Closing the gap) interventions are based on the needs of the pupils, gaps identified and closed</p> <p>Interventions successfully implemented – where needed additional support put in place Excel spreadsheet per service pupil in place and expenditure is used effectively to meet the needs</p> <p>Work scrutiny, lesson visits indicate that the disadvantaged pupils are making progress</p> <p>CTG meets the needs of the disadvantaged pupils and the gaps are closed.</p>
<p>To ensure that SCARF materials are used effectively in order to keep mentally well</p> <p>For pupils to be taught strategies to keep healthy physically and mentally</p>	<p>pupils can talk about mental health and well being</p> <p>Well-being is a priority for pupils</p>
To ensure that across the year, there are a range of different clubs for all pupils of all ages To monitor the attendance of different pupil groups so that disadvantaged pupils attend and access wider curriculum opportunities	<p>Clubs in place for all pupils therefore offering a curriculum beyond the classroom and school day</p> <p>SLT have a clear understanding about which groups of children have full access to clubs</p>

Assessment effectively identifies next steps for all children including EYFS	Interventions in place to address speech and language barriers in YR and on entry to school
<p>To ensure that identified pupils have appropriate pastoral support</p> <p>To ensure that disadvantaged pupils have full access to breakfast club</p> <p>To ensure that lunchtimes are structured for pupils that require additional pastoral support</p>	<p>SENDCo to ensure that the vulnerable/disadvantaged pupils have priority for support</p> <p>Breakfast club in place to support the start of each day for pupils</p> <p>Appropriate support in place for pupils that struggle at lunchtime</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: £ *[insert amount]*

Activity	Evidence that supports this approach .e.g EEF Toolkit	Challenge number(s) addressed
CPD for QFT – WALTs/ WILFs	Learning objectives are essential for effective learning. They help to articulate what students should be able to do as a result of the instruction and consequently aid in designing more effective instruction planning, activities, and assessments ( <b>Gronlund, 2000</b> )	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Number of pupils with complex Social, Emotional and Mental Health Needs</li> <li>• Low Prior Attainment</li> <li>• Family Support/ Aspiration</li> <li>• Communication skills on entry to EYFS</li> </ul>
CPD for QFT – Effective differentiation, resources and allocation of adults	<p>Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty.</p> <p>The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge.</p> <p>Within-class attainment grouping may also have an impact on wider outcomes such as confidence.</p> <p>Within class attainment grouping has a positive impact, on average, of 2 months additional progress.</p> <p><b>EEF Teaching and learning toolkit 2021</b></p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Number of pupils with complex Social, Emotional and Mental Health Needs</li> <li>• Low Prior Attainment</li> <li>• Family Support/ Aspiration</li> <li>• Communication skills on entry to EYFS</li> </ul>
Release time for intervention planning and resourcing	Educational planning is one of the vital components in attaining quality basic education. Aligned to the Sustainable Development Goal (SDG) number 4 of the United Nations that seeks to ensure inclusive and equitable quality education and promote lifelong	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Number of pupils with complex Social, Emotional and Mental Health Needs</li> <li>• Low Prior Attainment</li> </ul>

	<i>learning opportunities for all. Feb 2019</i>	<ul style="list-style-type: none"> <li>• Family Support/Aspiration</li> <li>• Communication skills on entry to EYFS</li> </ul>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach e.g EEF Toolkit	Challenge number(s) addressed
Precision Teaching to close gaps in phonic knowledge	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p><b>EEF Teaching and learning toolkit 2021</b></p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Number of pupils with complex Social, Emotional and Mental Health Needs</li> <li>• Low Prior Attainment</li> <li>• Family Support/Aspiration</li> <li>• Communication skills on entry to EYFS</li> </ul>
In school tutoring	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><b>EEF Teaching and learning toolkit 2021</b></p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Number of pupils with complex Social, Emotional and Mental Health Needs</li> <li>• Low Prior Attainment</li> <li>• Family Support/Aspiration</li> <li>• Communication skills on entry to EYFS</li> </ul>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support worker to support identified families	<p>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>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.</p> <p><b>EEF Teaching and learning toolkit 2021</b></p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Number of pupils with complex Social, Emotional and Mental Health Needs</li> <li>• Low Prior Attainment</li> <li>• Family Support/Aspiration</li> <li>• Communication skills on entry to EYFS</li> </ul>
School Trips	<p>Field trips offer students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a student's understanding of the world and their place in it. Educational trips encourage the development of social, personal and study skills.</p> <p><b>Stephen Perse Foundation 2018</b></p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Number of pupils with complex Social, Emotional and Mental Health Needs</li> <li>• Low Prior Attainment</li> <li>• Family Support/Aspiration</li> <li>• Communication skills on entry to EYFS</li> </ul>
Uniform	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p><b>EEF Teaching and learning toolkit 2021</b></p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Number of pupils with complex Social, Emotional and Mental Health Needs</li> <li>• Low Prior Attainment</li> <li>• Family Support/Aspiration</li> <li>• Communication skills on entry to EYFS</li> </ul>
Montagu Sports Club	<p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. There are wider benefits from regular physical activity in terms of physical</p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Number of pupils with complex Social, Emotional and</li> </ul>

	<p>development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><b>EEF Teaching and learning toolkit 2021</b></p>	<p><b>Mental Health Needs</b></p> <ul style="list-style-type: none"> <li>• Low Prior Attainment</li> <li>• Family Support/Aspiration</li> <li>• Communication skills on entry to EYFS</li> </ul>
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**Total budgeted cost: £ 106,355**



## 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?*

Aim/ Objective	Impact	Spend
<p><u>Supporting great teaching:</u></p> <p>Continued professional development so that there is a consistent approach to the teaching of mastery mathematics across the school</p> <p>Additional resources purchased so that each bubble can use manipulatives in mathematics to support teaching and learning.</p> <p>Continued professional development so that there is a consistent approach to teaching reading across the key stages</p> <p>Continued professional development so that phonics is taught consistently across the school</p> <p>Despite the limitations placed on schools in terms of use of</p>	<p>Evidence from QLA indicates that specific learning is 'sticking' and more 'green' objectives</p> <p>Monitoring from SLT and School Improvement Leads/Partners indicate that the whole school approach to Guided Reading is consistent, promoting high quality texts and high expectations for progress. Evidenced in Notes of Visit and SLT Monitoring documents</p> <p>Monitoring indicates increased use of manipulatives within Mathematics during lessons, however this remains an area of development within KS1 and KS2. Evidenced in Notes of Visit and SLT Monitoring documents.</p> <p>Evidence from QLA indicates that pupils have made improvements in standardised scores in December compared with September, and again in improved by the end of Year.</p> <p>Pupil Well-being Survey conducted in April 2021. Most pupils shared they were excited and confident in returning to school. In year groups</p>	<p><b>£ 5533</b></p>

<p>physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning for All including SEND and disadvantaged</p> <p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive</p>	<p>this was not the case, additional support and lessons were planned in PSHCE.</p>	
<p>One to one and small group tuition:</p> <p><b><u>Early Reading</u></b></p> <p><i>Identified children will have significantly increased rates of phonics recognition. They will be able to read fluently and confidently. Books will match their reading ability. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</i></p> <p><b><u>Mathematics</u></b></p> <p>Identified children will have gaps in their basic number recall which impacts on their ability to reason and deepen understanding. Recovery curriculum will identify and target these particular pupils who will be supported by an additional teacher</p>	<p>Evidence of phonics assessments indicates rapid progress with almost all pupil in YR and Y1 on track by the end of academic year.</p>	<p><b>£18,239</b></p>

<p>Supporting parents and carers</p> <p>Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Parent/Carer Lockdown Support Questionnaire completed and actions implemented quickly and efficiently to overcome issues raised in feedback. For example, in Reception parents shared that the timetable on the website would benefit from more information. As a result the weekly timetable was updated, with links for each sessions. This supported parents and the day was broken down into smaller and more manageable chunks for them.</p> <p>A small percentage of parents shared concerns about a broad and balanced curriculum being offered- circle time type activities were then offered across the school to be conducted via Live teaching.</p>	
<p>Swiftly identify pupils and families that have struggled as a result of redundancy, domestic violence and family break downs.</p> <p>Create priority/triage approach and priorities pupils/families.</p> <p>Clear baseline and end of intervention outcomes to show progress</p> <p>Review of EHCP's and Myplan/+ by SENDCo</p>	<p>Additional Counsellor joined in October 2021. Excellent feedback shared from parents, and improvements in behaviour at home and school observed for targeted pupils. Evidenced in Behaviour Logs and parental feedback.</p>	
<p><u>Access to technology</u></p> <p><i>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</i></p>	<p>Pupils are able to consistently access online learning and live teaching</p>	<p>£ <b>11,831.64</b></p>

## 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
Bug Club	
Glow Maths	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supported financially with wrap around care
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*