

Pupil premium strategy statement

Inspiring Children to **shine**



Walk as children of light

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.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hardwicke Parochial Primary Academy
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	19.79%
Academic year/years that our current pupil premium strategy plan covers	Three Year Plan 1st Year 2022-2023 2 nd Year 2023-2024 3 rd Year 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Lisa Harford
Pupil premium lead	Mrs Heather Gregory
Governor / Trustee lead	Vanessa Moore

Funding overview

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

Part A: Pupil premium strategy plan

Statement of intent

At Hardwicke Parochial Primary Academy, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve across all curricular areas. Our Pupil Premium Strategy focuses on supporting disadvantaged pupils 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.'

A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. We use the Pupil Premium funding to enhance CPD for all staff so that the highest standards of teaching and the most successful strategies are implemented in every classroom. We will focus closely on the areas that research suggests disadvantaged pupils find most challenging. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged.

We understand that children will only succeed academically when they are emotionally secure and it is vital for us to consider the pastoral needs of all children. Any child who needs emotional support will be nurtured and specific sessions, e.g. Play Therapy will be provided to address emotional issues where appropriate. We also use pupil premium funding 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	Attendance and poor punctuality due to challenging family circumstance, lack of aspiration. This can cause a significant loss of learning time for pupils
2	A number of children with Pupil Premium funding are more likely to require pastoral support due to Social, Emotional and Mental Health Needs.
3	Typically, children enter school with starting points below national expectations.
4	Some pupils typically join Hardwicke with poor speech and language development which has affected their communication and oracy skills.
5	Many pupil-premium pupils do not have rich and varied life experiences as non-pupil-premium pupils. As a result, language acquisition and vocabulary can be limited.
6	Support at home can be limited due to a number of reasons including complex family circumstances, unstable home environment, and financial difficulties.

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
The difference between Pupil Premium and Non Pupil Premium pupils is narrowed for GLD, Phonics Screening, end of KS1 SATs Outcomes and end of KS2 SATs outcomes. <ul style="list-style-type: none"> - Quality first teaching - Bespoke, personalised interventions on a 6 weekly cycle 	<p>Through regular Pupil Progress meetings, children will be making accelerated progress to narrow the gap.</p> <p>Low Prior Attainers will make better than expected progress. This progress will be visible in learning walks, lesson observations and pupil books.</p> <p>The % of pupils at expected levels at the end of EYFS, KS1 and KS2 will be in live of better than the national figures.</p>
Improve the attendance of disadvantage and SEND pupils. <ul style="list-style-type: none"> - Attendance Officer, Headteacher and SENDCo work closely together with families to identify, and support to increase attendance. 	<p>Persistent Absence % decreases.</p> <p>Whole school attendance is above 95%.</p> <p>Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.</p>
Improve pupils oracy skills in order to equip children with the confidence and skills to communicate effectively in EYFS and Key Stage 1 <ul style="list-style-type: none"> - Ongoing staff CPD provided through NAME over three years. - Interventions such as speech therapy, or EEF assured programmes such as Talk Boost. 	<p>During pupil conferencing and lesson observations, pupils will use a breadth of vocabulary reflecting their learning and experiences. Children will be observed to connect ideas orally and explain what is happening coherently.</p> <p>Children will be able to accept another's point of view even when it differs from their own.</p>
To meet children's pastoral needs and to provide adequate support to help children thrive both emotionally and academically. <ul style="list-style-type: none"> - Through working with parents, class teacher/SENDCo PP pupils with pastoral needs are identified and planned. 	<p>With emotional support provided, pupil progress will not be affected by adverse childhood experiences.</p> <p>Pupil premium children with complex family situations will meet national expectations by the end of each academic year.</p> <p>Teachers can get to know the likes/dislikes of pupil premium children and lessons can be tailored around this so they are more likely to remain engaged and take an active participation in lessons. High levels of motivation and engagement will enable Pupil Premium children to make accelerated progress.</p>
Opportunity to experience and enjoy wider world learning <ul style="list-style-type: none"> - To provide learning through a variety of different mediums, using specialists 	<p>Children accessing clubs, enhancement opportunities.</p> <p>Pupils talk with enthusiasm about their life and activities when talking with familiar adults.</p>

<p>and real life experiences that will develop a deeper understanding and ability to empathise.</p> <ul style="list-style-type: none"> -Prioritise membership to clubs e.g. gymnastics, sports coaching, music tuition -Visits, visitors and theme days to be supported through PP budget 	
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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	Challenge number(s) addressed
CPD for all teaching staff in EYFS and KS1 on developing the use of oracy in the curriculum.	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-languageapproaches</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	3, 4, 5, 6
Additional time given to teachers to analyse data from assessments when identifying the specific areas children need support with and planning subsequent interventions.	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 learning opportunities for all (Feb 2019).	2, 3, 4, 6
CPD provided to all teaching staff to develop and deepen subject knowledge in application of RWM teaching strategies and pedagogies, in order to be specific to individual cohort needs.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching</p>	2, 3, 4, 6

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

Budgeted cost: £ **[insert amount]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group pre and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth.	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	3, 4, 6
Improve language and communication skills through bespoke speech and language programmes, and language rich environments	Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	3, 4,5, 6
Deliver training and implement Precision Teaching in order to close gaps in phonic knowledge	Research has shown that Precision Teaching improves the pupils accuracy, fluency and retention skills. What is Precision Teaching? https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3, 4,5, 6

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

Budgeted cost: £ **[insert amount]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy	Play therapy is about providing a safe place for children to explore and process their emotions and experiences that are just too big to manage in everyday life, through their natural language of play: the toys are their words.	2, 6

	<p>Play allows them to safely explore difficult or traumatic experiences through symbolism and metaphor.</p> <p>What is play Therapy and its impact?</p>	
Wide range of after school clubs led by Class teachers and Support Staff	<p>After school clubs increase social development and soft skills. Through offering a range of clubs throughout a child's journey through school, can help build on their social skills and self-confidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 2, 5, 6
Funding support for Field 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. Stephen Perse Foundation 2018</p>	2,5,6
Parental Support Advisor to deliver a range of programmes and sign posting for families identified as in need of support.	<p>Developing positive relationships with parents and families is key in supporting and improving children's academic learning and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 5, 6
Attendance Officer to support and improve children's attendance and punctuality.	<p>Good attendance at school is essential, it is linked to improved academic performance, developing learning opportunities as well as supporting friendships, social skills, life skills and cultural awareness.</p> <p>School Attendance Evidence</p> <p>Attendance interventions rapid evidence assessment</p>	1, 2, 5, 6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

End of EYFS Early Learning Goals Assessment Pupil Premium Analysis

Word Reading

	Disadvantaged Pupils (3)	All other pupils (35)	National for <u>all</u> pupils
Emerging	33% (1)	20% (7)	
Expected	67% (2)	77% (27)	

Significant improvements in Reading and Writing compared to previous assessments in 2019 (21 pupils)

In 2019 reading, % of disadvantage pupils who achieved ARE was 67%. **2022 % of pupils achieving GD remained the same.**

In 2019 writing, 57% of disadvantaged pupils achieved ARE +10% of Disadvantaged pupils achieved ARE an increase in 2022.

In 2019 number, 62% of disadvantage pupils achieved ARE in Maths, 5% increase in disadvantaged pupils achieving ARE.

Gaps between disadvantage pupils and other pupils remain in Reading, Writing and Mathematics. This will need continue to be a focus on the School RAP going forward.

Inclusion lead will focus on monitoring interventions, planning, lesson learning. Particular focus in Maths ensuring opportunities for pre and post teaching, and manipulatives are used in every lesson.

Parent Support Advisor to continue working with families to ensure all pupils entitled to Pupil Premium Funding have registered online.

Writing

	Disadvantaged Pupils (15)	All other pupils (40)	National for <u>all</u> pupils
Emerging	33% (1)	23% (8)	
Expected	67% (2)	75% (26)	

Number

	Disadvantaged Pupils (15)	All other pupils (40)	National for <u>all</u> pupils
Emerging	33% (1)	26% (9)	
Expected	67% (2)	72% (25)	

End of KS1 SATS Assessment Pupil Premium Analysis

Reading

	Disadvantaged Pupils (15)	All other pupils (40)	National for <u>all</u> pupils
PKS	7% (1)	5% (2)	
WT	40% (6)	10% (4)	
ARE	40% (6)	75% (30)	
GD	7% (1)	10% (4)	

Gaps between disadvantage pupils and other pupils remain in Reading, Writing and Mathematics. This will need continue to be a focus on the School RAP going forward.

Inclusion lead will focus on monitoring interventions, planning, lesson learning.

Particular focus in Maths ensuring opportunities for pre and post teaching, and manipulatives are used in every lesson.

RWM (All other pupils) 60%

RWM (Disadvantage pupils) 20%

Writing

	Disadvantaged Pupils (15)	All other pupils (40)	National for <u>all</u> pupils
PKS	7% (1)	5% (2)	
WT	60% (9)	20% (8)	
ARE	27% (4)	75% (30)	
GD	27% (4)		

Maths

	Disadvantaged Pupils (15)	All other pupils (40)	National for <u>all</u> pupils
PKS	14% (2)	2.5% (1)	
WT	54% (8)	28% (11)	
ARE	27% (4)	56% (21)	
GD	27% (4)	18% (7)	

End of KS2 SATS Assessment Pupil Premium Analysis

Reading

	Disadvantaged Pupils (20 pupils)	All other pupils (39 pupils)	National for <u>all</u> pupils
WT	25% (5)	21% (8)	
ARE	75% (15)	80% (31)	74%
GD	30% (6)	28% (11)	

Significant improvements in Reading and Writing compared to previous assessments in 2019.

In 2019 reading, % of disadvantage pupils who achieved ARE was 59%. 25% achieved GD. **+16% increase in 2022.**

In 2019 writing, 75% of disadvantaged pupils achieved ARE, and 25% achieved GD. **+5% increase in 2022.**

In 2019 Maths, 75% of disadvantage pupils achieved ARE in Maths, and 17% achieved GD. **-15% decrease in 2022.**

Gaps between disadvantage pupils and other pupils remain in Reading, Writing and Mathematics. This will need continue to be a focus on the School Rap going forward.

Inclusion lead will focus on monitoring interventions, planning, lesson learning. Particular focus in Maths ensuring opportunities for pre and post teaching, and manipulatives are used in every lesson.

Writing (SPAG)

	Disadvantaged Pupils (20 pupils)	All other pupils (39 pupils)	National for <u>all</u> pupils
WT	20% (4)	8% (3)	
ARE	80% (16)	93% (36)	71%
GD	25% (5)	39% (15)	

Maths

	Disadvantaged Pupils (20 pupils)	All other pupils (39 pupils)	National for <u>all</u> pupils
WT	40% (8)	13% (5)	
ARE	60% (12)	88% (34)	72%
GD	5% (1)	21% (5)	

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

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was allocated to pastoral and academic support. This included funded places at Breakfast Club, SEMH support.
What was the impact of that spending on service pupil premium eligible pupils?	The pastoral provision enabled Service PP children to have the support whilst their family members were on exercise/deployment. For one family the Breakfast Club provided wrap around care enabling the non-service parent to continue to work, whilst the service parent was deployed aboard.