

## REVIEW 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.

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	Harbertonford Primary School
Number of pupils in school	91 (not including pre-school)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anne Burns Academy Head
Pupil premium lead	Rebecca Humphreys Inclusion Hub Lead
Governor / Trustee lead	Lynda Cooper

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£ 2,175
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	£ 22,350

# Part A: Pupil premium strategy plan

## Statement of intent

*At Harbertonford Primary School, our decision-making is driven by our school vision and ethos:*

Pupils are encouraged to become responsible, independent learners who feel safe to take risks and trust that making mistakes is part of how we grow.

Our small school provides big opportunities to broaden horizons and prepare pupils for the fullness of life through aspiration and our core Christian values. We learn to flourish together through mutual respect, compassion and forgiveness.

### **Live, Learn, Flourish.**

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.

High-quality 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 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

### **Key Principles:**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

## Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance · staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

## Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>PP children enter EYFS with a baseline below the national average across the board</i></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><i>PP children achieving lower than the national average in writing and maths at the end of KS2</i></p> <p>Internal and external (where available) assessments indicate that writing and maths attainment for some disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Teacher assessments (no SATs tests in 2021) last year showed that 100% disadvantaged pupils achieved expectations in reading, compared to 67% non-disadvantaged, 66.7%% disadvantaged pupils achieved expectations in writing, compared to 63% non-disadvantaged and 66.7% disadvantaged pupils achieved expectations in maths, compared to 63% non-disadvantaged.</p>
3	<p><i>At the end of year 1, the number of PP pupils who passed the phonics screening was below the national average</i></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p><i>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</i></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Parental engagement with school remains a challenge which impacts the support given at home with reading and home learning.</p>

## 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
<i>Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.</i>	<ul style="list-style-type: none"> <li>• Children eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP achieve good level of development or exceeding (progress monitored in Pupil Progress meetings)</li> <li>• Quality of teaching and learning, including interventions, will be excellent.</li> </ul>
<i>Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2</i>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP to attain ARE in line with non-eligible peers in writing and maths across the school.</li> <li>• The progress of eligible pupils in writing and maths is at least in line with National at the end of KS2</li> <li>• Lead indicators are monitored and acted upon weekly</li> </ul>
<i>Improved attainment for Disadvantaged pupils in KS1 phonics screening check</i>	<ul style="list-style-type: none"> <li>• All children to be taught phonics through quality lessons in ability groups</li> <li>• Regular assessments identify gaps in learning which are then plugged through daily interventions</li> <li>• All interventions are high quality and focus on the child's gaps/needs</li> <li>• Parents are clear on how to support phonics learning at home</li> <li>• Progress is monitored by the Academy Head</li> </ul>
<i>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</i>	<ul style="list-style-type: none"> <li>• Gaps analysis will take place resulting in personalised curriculum</li> <li>• Additional provision will be accessed via Quality First Teaching</li> <li>• Intervention/boosters where appropriate</li> <li>• Mental health and well-being support accessed via IIH</li> </ul>
<i>Pupils will have access to support and counselling. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences.</i>	<ul style="list-style-type: none"> <li>• Pupils will be identified through Boxall profiling whom need SEMH support.</li> <li>• Pupils will access IIH, School Counsellor. Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</li> </ul>
<i>Parental engagement will be boosted and more support will be given to reading and home learning.</i>	<ul style="list-style-type: none"> <li>• Parents will feel involved in their child's learning in school and in turn implement more support at home.</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: £ 5587.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS children are taught in a small (15 children) straight year group class (Rest of school in mixed classes)</i>	Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children.	1,3
<i>EYFS teacher to attend Academy Hub meetings with all EYFS teachers from across the hub to share best practice and ensure quality first teaching.</i>	The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie's synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs	1,3
<i>EYFS staff to attend CPD where available to maximise learning opportunities for the children.</i>	The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie's synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs	1,3

<p><i>Thorough assessment of speech, language and communication for early identification using SpeechLink. Nessy and IDP software Bug Club Phonics</i></p>	<p>Bug Club Phonics is a government recommended programme.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>3,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2,4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>4</p>

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Embed the use of JIGSAW for PSHE/RSHE across the academy</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £ 5587.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
<p>Small group and individuals targeted with additional interventions delivered through continuous provision</p> <p>Including: Precision Teaching Pre-teaching and same day conferencing Targeted use of Accelerated Reader Bug Club etc</p>	<p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.</p> <p>EYFS children learn best through an enriched continuous provision. Ongoing research group activities within LINK schools supported by SLE to enrich continuous provision activities for Reading, Writing and PSED</p> <p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing</p>	<p>1,2,3,4</p>

	follows from high quality reading provision. Good readers will develop an authorial voice	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  (Phonics Bug)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

Budgeted cost: £11,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will be identified via Boxall profiling who need SEMH support.	The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK	4
Inclusion and Improvement Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.  Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions	4
Parents will feel involved in their child's learning in school and in turn implement more support at home.  Home Learning review to take place with parental contribution Staff meeting to be held for planning and implementing  Termly overviews to go home to parents	EEF Winter 18 Research suggests that parental involvement is key to improving progress in the early years. By involving parents in their children's learning from an early age and developing their understanding of ways in which to support their children, progress and attainment will be accelerated	5

Parents invited to attend in school workshops etc to become more involved  School fayres and fetes held inviting parents to help  PTA to be developed		
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**Total budgeted cost:** £ 22,350

## 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 2021 to 2022 academic year.

Intended outcome	Success criteria
<p><i>Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.</i></p>	<ul style="list-style-type: none"> <li>• Children eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP achieve good level of development or exceeding (progress monitored in Pupil Progress meetings)</li> <li>• Quality of teaching and learning, including interventions, will be excellent.</li> </ul>
<p><i>PP 100% GLD Whole class 77% GLD</i></p> <p><i>Lessons Learned: Small class enables in depth intervention throughout the morning whilst continuous provision is happening. Targeted intervention had a big impact on PP pupils.</i></p> <p><i>SpeechLink was carried out early in the academic year which highlighted need early on so we could provide intervention. Good to use with TAs. This will now be used in KS1 and with some pupils in KS2.</i></p>	
<p><i>Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2</i></p>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP to attain ARE in line with non-eligible peers in writing and maths across the school.</li> <li>• The progress of eligible pupils in writing and maths is at least in line with National at the end of KS2</li> <li>• Lead indicators are monitored and acted upon weekly</li> </ul>
<p><i>Writing: PP - 66.6% ARE Whole class 67% Maths: PP – 100% Whole class 83%</i></p> <p><i>Lessons Learned: Writing will continue to be an intended outcome. Spelling will be an outcome also.</i></p> <p><i>Oracy has had a significant impact on closing the language and vocabulary gap. This now needs to be seen in written work.</i></p>	
<p><i>Improved attainment for Disadvantaged pupils in KS1 phonics screening check</i></p>	<ul style="list-style-type: none"> <li>• All children to be taught phonics through quality lessons in ability groups</li> <li>• Regular assessments identify gaps in learning which are then plugged through daily interventions</li> <li>• All interventions are high quality and focus on the child's gaps/needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents are clear on how to support phonics learning at home</li> <li>• Progress is monitored by the Academy Head</li> </ul>
<p><i>Phonics Screening Y1 PP 100%</i>  <i>Whole class – 86%</i>  <i>Y2 retakes 66.6%</i></p> <p><i>Lessons Learned:</i>  <i>Introduction of Phonics Bug has had impact. Teacher and TA support across the school with training. Consistent approach across the school. Phonics Bug reading books available to be used at home.</i></p>	
<p><i>Some pupil premium children’s progress will have been impacted by the school closures linked to the COVID-19 pandemic</i></p>	<ul style="list-style-type: none"> <li>• Gaps analysis will take place resulting in personalised curriculum</li> <li>• Additional provision will be accessed via Quality First Teaching</li> <li>• Intervention/boosters where appropriate</li> <li>• Mental health and well-being support accessed via IIH</li> </ul>
<p><i>Lessons Learned: During half termly data meeting, target children were highlighted. Six-week intervention programmes were designed with entrance and exit data and reviewed at the end for impact.</i></p> <p><i>School led tutoring programme used. One tutor used for ten whole days – they were given groups of children to work with (26 pupils) looking at gap analysis. This included disadvantaged pupils. This will be used again this year on a five-week cycle.</i></p>	
<p><i>Pupils will have access to support and counselling. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences.</i></p>	<ul style="list-style-type: none"> <li>• Pupils will be identified through Boxall profiling whom need SEMH support.</li> <li>• Pupils will access IIH, School Counsellor. Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</li> </ul>
<p><i>Lessons Learned:</i>  <i>Some pupils have had support from the IIH and MAST team. Some pupils have had support in school such as Lego Therapy and nurture group.</i></p>	
<p><i>Parental engagement will be boosted and more support will be given to reading and home learning.</i></p>	<ul style="list-style-type: none"> <li>• Parents will feel involved in their child’s learning in school and in turn implement more support at home.</li> </ul>
<p><i>Lessons Learned:</i>  <i>All home learning is sent home via Teams or Tapestry so parents can see it.</i>  <i>Home learning is discussed at parent’s evening.</i>  <i>Phonics Bug</i></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

## 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?	
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.*