# Pupil premium strategy statement – Harbertonford C of E 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

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| Detail | Data |
| Number of pupils in school  | 90 |
| Proportion (%) of pupil premium eligible pupils | 14.4%  |
| 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 | 31.10.23 |
| Date on which it will be reviewed | 31.10.26 |
| Statement authorised by | Anne Burns |
| Pupil premium lead | Rebecca Humphreys |
| Governor / Trustee lead | Nicola Dunford |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £15,235 |
| Recovery premium funding allocation this academic year*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £500 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **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* | £15,735 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At Harbertonford Primary School, our decision-making is driven by our school vision and ethos:* 1. 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.
2. 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.
3. **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.

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| Challenge number | Detail of challenge  |
| 1 | *PP children enter EYFS with a baseline below the national average across the board* 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.  |
| 2 | *Some PP children make insufficient progress and are achieving lower than the national average in maths at the end of KS2*Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.  |
| 3 | Complex challenges faced by some pupil premium children which may include, but are not limited to, SEND, ill health of parent, difficulties in securing adequate housing, vulnerable to witnessing and suffering from anti-social behaviour or domestic violence. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to challenges that particularly affect disadvantaged pupils, including their attainment. |
| 4 | *Attendance – Low attendance can impact on progress and attainment*  |

## 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.

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| Intended outcome | Success criteria |
| *Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.*   | * 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)
* Quality of teaching and learning, including interventions, will be excellent.
* Speech and Language Link used for all pupils
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| *Pupils eligible for PP to be achieving in line with the national average in maths at the end of KS2*   | * Pupils eligible for PP to attain ARE in line with non-eligible peers in maths across the school.
* The progress of eligible pupils in maths is at least in line with National at the end of KS2
* Lead indicators are monitored and acted upon weekly
* Focus on developing spelling strategy and approach
* Oracy culture to impact on language
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| *Pupils will have access to therapeutic support. Referrals will be made where deemed necessary.  Pupils will have opportunities to be present in the community and have cultural and aspirational experiences.*  | * Pupils will access IIH. Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc
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| *To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.*    | * Regular attendance trawls
* Letters and phone calls to parents
* Support offered to families where attendance is low
* AIO
* Breakfast Club
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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: £ 7,867.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *EYFS children are taught in a small (15 children) straight year group class (Rest of school in mixed classes)*  | Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children.     | 1  |
| *EYFS teacher to attend Academy meetings with all EYFS teachers from across the hub to share best practice and ensure quality first teaching.*  | 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  |
| *EYFS staff to attend CPD where available to maximise learning opportunities for the children.*   | The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie’s synthesis of 800 metaanalyses 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  |
| *Thorough assessment of speech, language and communication for early identification using Speech and Language Link.  Nessy and IDP software  Bug Club Phonics*   | Bug Club Phonics is a government recommended programme. 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: [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)   | 1  |
| 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)   | Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.   | 1  |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).   | 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:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)   | 2,3  |

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

Budgeted cost: £ 3,933.75

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group and individuals targeted with additional interventions delivered through continuous provisionIncluding:Precision TeachingTRUGsPre-teaching and same day conferencingTargeted use of Accelerated ReaderBug Club etc | 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.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 Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice | 1,2,3, |

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

Budgeted cost: £3,933.75

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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 | 3 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 4 |
| Parents will feel involved in their child’s learning in school and in turn implement more support at home.Termly overviews to go home to parentsParents invited to attend in school workshops etc to become more involvedSchool fayres and fetes held inviting parents to helpPTA to be developed | 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 | 1,2,3 |

**Total budgeted cost: £** 15,735

# 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.

## 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*

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| --- | --- |
| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| --- | --- |
| 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? |  |