

Pupil Premium Strategy Statement 2020 – 2021 and 2019 – 2020 Review

1. Summary information 2020 - 2021					
School	Hartlebury C of E Primary School				
Academic Year	2020-2021	Total PP budget	£33,245	Date of most recent PP Review	March 2018
Total number of pupils	185	Number of pupils eligible for PP	35	Date for next internal review of this strategy	October 2021

The information contained in this report is for the academic year 2019-2020. As a result of the March 2020 COVID 19 pandemic school closures, any data is based on teacher assessment/predictions.

2. Current attainment 2019-2020		
a. Year 6 -Key Stage 2 SATs		
Year 6: 30 children / each child = 3.3% Pupils eligible for PPG = 3 children = 9.9%	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	0%	77% (N/A)
% reaching expectation of ARE in reading	0%	72% (N/A)
% reaching expectation of ARE in writing	0%	62% (N/A)
% reaching expectation of ARE in maths	0%	72% (N/A)
b. Year 2 - Key Stage 1 SATs		
Year 2: 30 children / each child = 33.3% Pupils eligible for PPG = 2 children /each child = 6.6%	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	100%	62% (N/A)
% reaching expectation of ARE in reading	100%	72% (N/A)
% reaching expectation of ARE in writing	100%	62% (N/A)
% reaching expectation of ARE in maths	100%	72% (N/A)
c. Phonics % of children achieving expected standard		
Year 1: 25 children/ each child = 4% Pupils eligible for PPG = 9 children/each child = 11%	44%	81% (N/A)
d. Early Years % @ Good Level of development		
29 pupils/ each child = 3.4% Pupils eligible for PPG = 4 children/ each child = 13.7%	75%	63% N/A

3. Likely barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	40% of those in receipt of the Pupil Premium Grant also have SEN.
B.	High levels of pupils with poor speech and language skills have poor phonemic awareness, impeding their early reading development.
C.	Pupils have started the new academic year with different starting points and 'lost learning' opportunities due to COVID-19.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance average of 85.2% for pupils in receipt of PPG compared to 93.7% for non-PPG pupils.
E.	Parental anxieties about pupils returning to school during the COVID -19 period. 69% of pupils whose parents have not returned to school or who have withdrawn pupils due to fears around COVID 19, are in receipt of PPG.
F.	Families of 54% of those in receipt of PPG, have accessed or been referred to Early Help or Children's Services support.
G.	66% of children in receipt of PPG are from families with non-working parents or parents who have lost employment due to COVID 19.
H.	Certain disadvantaged cultural groups demonstrate disengagement with learning.
I.	Pupil premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged with home learning or returned to school in June when eligible. 31% of PPG pupils completed none of the accessible work set for them during lockdown.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	Improve speech, language and phonemic skills of pupils across the primary range, with a particular focus on EYFS and Key Stage 1.	Achieve national expected standard at EYFS, Year 1 Phonic Screen and KS1 reading attainment for PP children.
2.	Improve number and computation skills in KS2 of disadvantaged pupils, diminishing the difference between themselves and their peers.	The attainment gap between PP and other pupils will narrow across all year groups in KS2, in line with national figures.
3.	Increased attendance, punctuality and the readiness to learn in all targeted PP pupils and a reduction of persistent absentees amongst this group.	Narrowing of gaps between eligible PPG pupils and non-PPG pupils.
4.	Increase cultural capital through classroom coverage of the curriculum and offer enrichment experiences for learning for disadvantaged pupils.	High levels of pupil and family engagement with academic, sporting and enhancement opportunities; evidence of enhanced language, skills and knowledge and understanding of the world.
5.	Enhance the school's Early Help Offer for all families in need of support, implementing and delivering regular mental health and well-being sessions through a 'recovery curriculum'.	Reduced levels of referrals to Family Front Door/Tier 2 Early Help agency support.

5. Planned expenditure

Academic year	2020 - 2021	Budget: £33,245				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Intended cost	When will you review implementation?
Improve speech, language and phonemic skills of pupils across the primary range, with a particular focus on EYFS and Key Stage 1.	<p>Embedding of SCLN recommended evidenced based programmes: Word Aware in the Early Years, Word Aware across the Primary Years and Language for Learning.</p> <p>Communication TAs to work weekly with pupils identified as PPG and SEN in EYFS and KS1.</p> <p>Increased staffing levels of Teaching assistant to deliver programmes in Key Stage 1.</p>	<p>According to the EEF "studies of oral language interventions show positive impact on oral language skills and reading comprehension."</p> <p>"evidence shows that small group tuition is effective"</p> <p>"Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families."</p>	Termly staff meetings in place to moderate how teachers are planning opportunities for children to develop their use of spoken and written language.	SB	<p>EYFS Communication TA: £875</p> <p>KS1 Communication TA: £875</p> <p>Year 1 TA: £14,488.50 (25 hours per week)</p> <p>Year 2 TA: £5505.63 (9.5 hours per week)</p>	Termly and on assessment by the SCLN team.
Improve number and computation skills in KS2 of disadvantaged pupils, diminishing the difference between themselves and their peers.	<p>Maths Lead (Toni Branagh) is now a Trust Improvement Leader and a focus on maths continues as a School Improvement Priority.</p> <p>Allocated funding for mathematical resources to support the 'No Nonsense' programme for year groups 1-6.</p>	The Education Endowment Foundation states that "Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will	Half termly learning walks; book trawls; pupil voice; pupil progress meetings, unit assessments.	TB	£2000	Termly

	Ongoing CPD for all teachers in mathematical strategies and teaching approaches.	have difficulty understanding and using mathematical concepts they encounter later on in their studies."				
Total budgeted cost						£23,744.13
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Intended cost	When will you review implementation?
Increased attendance, punctuality and the readiness to learn in all targeted PP pupils and a reduction of persistent absentees amongst this group.	Attendance Team, to comprise Head of School, SENCo and Office Manager. Termly meetings with the SAET attendance Team to discuss strategy and direction of policy. All staff to target persistent absentee families through effective communication and relationship building. Referrals to the Back2School programme for those whose attendance has deteriorated as a result of COVID 19.	School Improvement and Inspection state that "Allocating part of the pupil premium to fund support for the transition of vulnerable pupils is likely to prove an effective use of resources." DFE 2011 "Pupils who attend school on a regular basis and are offered access to high-quality teaching and learning opportunities will usually leave school with qualifications and access to greater employment opportunities. The links between attendance and achievement are strong, and high levels of attendance at school should be a right of each pupil."	The Attendance Team will meet daily for 30 minutes to track attendance of pupils, contact parents or establish Early Help interventions. Weekly sessions to report to targeted family support agencies (i.e. Back 2 School) regarding pupils on caseload. Creation of risk assessments for children with parents reluctant for children to return to school because of COVID 19.	CG/ SB/ KG	£2500	Weekly
Increase cultural capital through classroom coverage of the curriculum and offer enrichment experiences for learning.	SLT to drive focus on cultural capital and provide opportunities/training for staff to embed cultural capital opportunities across the curriculum.	The Sutton Trust 2020 states "Outside of the school gates, access to extracurricular activities is limited for those who cannot afford to pay.	Pupil/parental feedback and engagement. TIL reports to Primary Executive Heads.	CG/SB	£1000	Termly

	<p>Subject leads to facilitate opportunities to enhance curriculum through training; provision of resources and quality shared practice.</p> <p>School to meet termly with Trust Improvement Lead for Enrichment to plan for collaborative opportunities between schools.</p>	<p>Addressing these access gaps is key to ensuring all young people receive the education they need to reach their potential.</p> <p>Schools should focus on ensuring a wider range of their pupils develop a broad array of non-academic skills, through both classroom strategies and extra-curricular enrichment activities such as debating, cultural visits and volunteering.”</p>				
Total budgeted cost						£3500
ii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Intended cost	When will you review implementation?
School's Early Help Offer is updated and promoted for all families in need of support.	<p>Development of 'Hartlebury's Early Help Offer', signposting vulnerable families to supporting agencies promptly and effectively and upskilling parents on specific issues they face.</p> <p>Designated safeguarding officer and deputy training to increase capacity across school.</p> <p>Established 'Recovery Curriculum' across the school to address the wellbeing of pupils following the closure of</p>	Early help can offer children the support needed to reach their full potential (Early Intervention Foundation, 2018). It can improve the quality of a child's home and family life, enabling them to perform better at school and support their mental health (EIF, 2018).	Regular SLT Well-being meetings; reviews of progress for children receiving interventions; termly Vulnerable Children meetings with the school nursing team.	CG/ SB/ KG	<p>£3000</p> <p>Inclusive of training costs.</p>	Termly

	schools. Targeting children's prime areas of learning: personal, physical, social and emotional development, communication and language.					
Promotion of online Family Learning Courses and engagement of parents of PP pupils which improves home and school relationships and impact positively on children's learning and attainment.	Family Engagement Lead (FEL) to work with parents in receipt of benefits/ parents of pupils eligible for PPG in accessing online courses.	<p>The Worcestershire County Council Family Learning programme currently offers courses which "support help to raise the skill levels of mothers, fathers and carers in the family unit so they can:</p> <ul style="list-style-type: none"> • Reach their full potential in life and are better equipped to support their children's learning, development and education in school. • Make a positive contribution to their family unit by attending learning activities that could help lead them into long term employment. • Build a secure family relationship so that the whole family can live a healthy, happy, fun filled life. • Keep their family safe from harm and improve the health and well-being outcomes for their whole family." 	Progress meetings with Jessica Harris (Family Learning Manager, Worcester County Council); parental voice/feedback; course uptake and completion data.	SB	£500	Termly
Deployment of Pupil Premium lead to ensure that	Termly Pupil Premium Trust meetings to discuss strategy	Pupil Premium network meetings bring together Pupil Premium	Regular Pupil Premium review, regular SAET audit; 'Pupil Progress'	SB	£2500	Weekly

<ul style="list-style-type: none"> all pupils in receipt of PPG have access to funding progress of PP pupils is monitored and tracked parents/carers are provided with key information to enable them to understand the benefits of the Pupil Premium Grant the targets and outcomes of the PP strategy are achieved. 	and policy to support greater outcomes for pupils.	<p>champions and provide an opportunity to share effective practice and gain updates and information on Pupil Premium related topics. In addition to providing meaningful opportunities for networking with leaders from other schools/settings, meetings cover the following:</p> <ul style="list-style-type: none"> Solution focussed strategies to responding to learner needs Sharing and discussion of effective practice Development of partnership working/ peer to peer support and challenge. 	meetings; 'Performance Management' reviews; data reviews.			
Total budgeted cost						£6000
Total Cost 2020-2021 of Pupil Premium Support						£33,245

6. Review of expenditure 2019-20				
Previous Academic Year		2019 - 2020	Budget:	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improvement in number fluency and computation skills of those in receipt of PPG, diminishing the difference between themselves and their peers.	<p>Engagement of a new Maths Lead (Toni Branagh) and focus on maths as a School Improvement Priority leading.</p> <p>Increased funding for mathematical resources including home learning books for all pupils.</p> <p>Ongoing CPD for all teachers in mathematical strategies and teaching approaches.</p> <p>Introduction of the 'No Nonsense Number' approach across the school.</p>	Improvement in maths attainment across the age range continues to be a major driver of the School's Improvement Policy. A full data picture for the end of the year was not possible due to the lockdown. Teacher targets, predictions and baseline assessments are in place and pupil progress meetings are scheduled to track attainment closely this year. A recovery curriculum is supporting pupils to close learning gaps and the needs of individuals most adversely affected by lockdown are being prioritised.	The school received an OFSTED inspection in January 2020. The key issues and priorities identified by OFSTED were to improve pupil's ability to use what they know to work efficiently and to ensure that teachers pick up and address pupil's mistakes. TB to continue to monitor maths teaching and learning across the school through learning walks, book twals and pupil interviews.	<p>TA cover x 6 days = £500.40</p> <p>£650 = Maths resource spent on classroom apparatus. In house</p> <p>£250 = resource cost</p>
Improvement in spoken and written language skills of those in receipt of PPG, diminishing the difference between themselves and their peers.	<p>All children eligible for PPG to undertake the British Picture Vocabulary Scale (BPVS3) assessment of receptive language.</p> <p>Engagement of an Upper Key Stage 2 Communication TA resource for colleagues in delivering small group targeted intervention for children with speech, language and communication needs.</p>	Although school closed for a significant proportion of the year, language provisions were fully embedded in the curriculum across all year groups. Our Upper Key Stage 2 TA was unable to complete her training (which was cancelled) but our current Communication TA and outreach support staff from the SCLN team were able to offer bespoke training to allow her to support key pupils in Years 5 and 6. Vocabulary development and use of terminology across the school was a key feature of all lessons observed by a recent School Improvement Visit (October 2020), positively impacting on all curriculum areas.	A main focus for the school is to now address the highly evident gaps in the language skills of younger pupils, following 6 months out of school. This is a key priority as language skills underpin all other areas of the curriculum.	<p>TAx 24-hour sessions = £333.60</p> <p>SCLN Course Cost = £165</p> <p>3 days x TA cover for = £250.20</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance and access to health agencies of pupils in receipt of PPG.	Establishment of Attendance Team, to comprise Head Teacher, SENCo and Office Manager.	Prior to the Covid-19 pandemic, the Attendance Team was making great progress towards improving attendance of all pupil premium pupils. Attendance of	School has had great success with the Back2School project during Covid 19 and prior to this, great collaboration with our	<p>6 hours x TA cover = £166.80</p> <p>6 hours office = £79.74</p>

	<p>Termly meetings with the SAET attendance Team to discuss strategy and direction of policy.</p> <p>All staff to target persistent absentee families through effective communication and relationship building.</p> <p>Reduced costs of school trips and music tuition for pupils in receipt of PPG.</p>	<p>PP pupils was 84.4% in 2018-2019 rising to 92.4% for the period September 2019 to March 2020 and the national school closures.</p> <p>School now faces a challenge in increasing and maintaining good attendance levels due to the issues and anxieties around the pandemic.</p> <p>Many of the children whose parents are vulnerable, also have SEN and are receiving the PPG grant. School are working with a range of agencies (GRT outreach, Back2School) and our own Trust teams, to work with families in promoting good attendance and in easing anxieties.</p>	<p>Trust local High School, in raising attendance.</p> <p>Due to the complexities involved in many attendances during the pandemic; including increased referrals and risk assessments, the school has allocated more funding for this area for 2020 – 2021.</p>	<p>£600</p>
Enhanced support for pupils with SEN, including those with EHCPs, in receipt of PPG.	Improved staffing at Key Stage 1 and 2 to ensure small groups of pupils with SEN and in receipt of PPG, receive quality, personalised teaching and learning time from class teachers.	Additional support for pupils with SEN and PP has allowed us to provide quality interventions (e.g. Lego Therapy, Time to Talk) which have improved both attendance and attainment. An additional £1000 was spent on a Play Therapist for three pupils with SEN and in receipt of FSM, to support them with both language and communication needs.		<p>TA Year 5 cost = £15,379</p> <p>TA Year 2 cost = £9,170</p>
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased support for pupils experiencing anxiety across the school.	<p>School has trained an additional two members of staff in 'Youth Mental Health First Aid'. Staff are fully briefed and aware of a range of strategies and approaches to support children experiencing anxiety.</p> <p>School has engaged 'Mentor Link' to provide counselling on</p>	Referrals to Early Help agencies specifically relating to wellbeing increased before and during lockdown. SB and CG met with the 'Reach4Wellbeing' team in early Spring 2020 with a view to making some direct referrals. Following lockdown, staff have embedded wellbeing activities within both home and school learning opportunities and children are being taught strategies on self-care and	The school has chosen to undertake a 'Recovery Curriculum' for the next academic year, which aims to promote the positive mental health and wellbeing of all pupils as they return to school after lockdown. Funding for the new academic year will be allocated towards refining our offer of Early Help for anxiety for all pupils.	<p>Youth Mental Health First Aid Cost</p> <p>2 days cover = £343.92</p> <p>2 days cover = £166.80</p>

	<p>a bespoke basis for individual pupils in receipt of PPG.</p> <p>School will be facilitating a workshop for all parents on how best to support their anxiety in children in January 2020.</p> <p>Increased staffing at lunchtimes to support pupils who experience social communication difficulties engage in playground games and activities.</p>	<p>self-regulation. All parents have been signposted to online apps, workshops and services to support children's mental health from NHS services, nationally approved agencies (e.g. Barnardo's) and Worcestershire Children's First.</p>		<p>£15 per hour x 25 = £375</p> <p>SEN Budget</p> <p>Full time Lunchtime Supervisor cost = £4,127</p>
<p>Embedding of Early Help Offer for all families requiring family support.</p>	<p>Creation and publication of 'Hartlebury's Early Help Offer', signposting vulnerable families to supporting agencies promptly and effectively. Designated safeguarding officer training to increase capacity across school.</p>	<p>School has an excellent published Early Help Offer, recently rated as 'Outstanding' in a Safeguarding Audit. SB is now trained as the Deputy Safeguarding Lead and all DSLs have attended the recent training updates. During the period of Covid-19 lockdowns, school has worked very closely with all partner agencies to ensure that pupils identified as vulnerable were able to attend school, access FSM and receive learning materials and frequent welfare checks.</p>	<p>School has a range of policies and procedures in place to ensure families are able to access support agencies/advice promptly. School have made a number of referrals to Early Help Agencies on the children's return to school including those made to the Back2School programme, Wyre Forest and Hagley Project and to the Family Front Door. School will continue to develop our offer in response to the changes to services following the Covid-19 pandemic.</p>	<p>3 hours = £39.87</p> <p>3 hours = £110.55</p> <p>Designated Safeguarding Lead training 2-day course = £160</p> <p>2 days cover = £333.60</p>
<p>Provision of Family Learning Courses within the school environment.</p>	<p>Provision of Adult Learning courses within school time; aimed at parents in receipt of benefits/ parents of pupils eligible for PPG.</p>	<p>School had interest from 12 parents who came to the launch of our programme in Spring 2020. Eight parents signed on and started the course before lockdown in March 2020, six being our original target for participants. Family Learning offered remote learning opportunities and one parent has now enrolled on a Teaching Assistant Course.</p>	<p>We wish to relaunch the programme in Spring 2021 with an online launch to qualifying applicants.</p>	<p>3 hours = £94.80</p> <p>3 hours = £110.55</p>

Enhanced Pupil Premium Strategy Lead training.	<p>Membership of Babcock Prime Pupil Premium Network, providing access to resources and training.</p> <p>Termly Pupil Premium Trust meetings to discuss strategy and policy to support greater outcomes for pupils.</p>	<p>SB attended the Babcock Prime Pupil Premium Network meeting in Autumn 2019. Babcock has now been taken over by Worcestershire Children's First (WCF). Following the Covid-19 pandemic, no county based network meetings have been scheduled but SB has been in touch with WCF Pupil Premium Lead, Helen Pretty, regarding the planning of the 2020-2021 strategy.</p>	<p>SB is part of a network of PP leads across the Trust who will be meeting each term to discuss strategies, policies and procedures across the schools and how best to share good practice.</p>	<p>Pupil Premium Network Course per annum = £150</p> <p>6 hours x TA cover = £1000.80</p>
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7. Additional detail

Due to Covid 19 and the national closure of schools to year groups between March and September 2020, this Pupil Premium Strategy Statement was written using the 2019 – 20 teacher predictive data for EYFS, Year 1, Year 2 and Year 6 pupils. It considers the information provided by our in-school pupil progress meetings throughout the academic year. We have high ambitions for all of our pupils and believe that all are entitled to a good education and as a school, we are continually outward looking as to how we can ensure this for all. Individual circumstances are always considered when decisions are being made and our strategy has been written with a commitment to ensuring that all pupils are given the best opportunity to progress during and beyond the Covid 19 pandemic.