



# Pupil premium strategy statement

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Hartlebury CofE Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021- 2024
Date this statement was published	November 2023
Date on which it will be reviewed	March 2024 July 2024 November 2024
Statement authorised by	Mrs Caroline Unitt
Pupil premium lead	Miss Toni Branagh
Governor / Trustee lead	Mr Adrian McLean

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43650
Recovery premium funding allocation this academic year	£0
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	£43650

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school, our intention is to provide an inspirational, supportive and safe environment with outstanding teaching and learning that allows our pupils to be happy, healthy and to fulfil their potential. Our aim is for no child to be left behind socially, emotionally or academically because of disadvantage. Every day within our school, we collectively focus on the relationships, pastoral care and classroom practice that will enable **all** children to have full access to learning and to achieve excellence. Our Pupil Premium Plan aims to address the main barriers our children and their families face, and through careful long-term planning, rigorous tracking, targeted approaches and curriculum enrichment, we provide **all** children the access and opportunities to enjoy success.

## Challenges

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

Challenge number	Detail of challenge
<b>RECOVER FOR WELLBEING</b>	
1	<b>Transition (EYFS – KS1)</b> Increasing numbers of pupils are starting Reception with underdeveloped oral language skills, speech sound difficulties and/or complex receptive language difficulties. These numbers are higher in disadvantaged pupils, than in non-disadvantaged pupils. This impacts on both their social and academic progress.
2	<b>Mental Health/Wellbeing</b> Reports of pupil mental health and wellbeing concerns reported to school have increased markedly during the pandemic. A lack of enrichment activities due to school closures has particularly affected disadvantaged pupils, including their attainment. 16% of all pupils on roll (half of whom are identified as disadvantaged) require additional support with social and emotional needs or small group interventions within school.
3	<b>Referrals to Support Services</b> Internal data indicates that disadvantaged pupils are more likely to be referred to specialist services (Children’s Services, Early Help or SEN agencies) than their non-disadvantaged peers. 69% of disadvantaged pupils have been referred as opposed to 17% of non-disadvantaged pupils.

<b>RECOVER FOR LEARNING</b>	
4	<p><b>Attendance/Punctuality</b></p> <p>Our attendance data indicates that attendance among disadvantaged pupils (82%) has been lower than other pupils (92.7%).</p> <p>46% of disadvantaged pupils have been ‘persistently absent’ compared to 12% of their non-disadvantaged peers during this period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
5	<p><b>Curriculum Adaptations</b></p> <p>Observations and discussions with pupils and parents suggest that motivation, aspirations and resilience levels decreased during the school and bubble closures, resulting in significant levels of disengagement and leading to gaps in knowledge, particularly impacting on disadvantaged pupils’ progress.</p>
6	<p><b>Learning Interventions</b></p> <p>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. This has resulted in significant gaps leading to pupils falling further behind age-related expectations, particularly in reading and writing.</p> <p><a href="https://committees.parliament.uk/work/202/the-impact-of-covid19-on-education-and-childrens-services/">https://committees.parliament.uk/work/202/the-impact-of-covid19-on-education-and-childrens-services/</a></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.

<b>Intended outcome</b>	<b>Success criteria</b>
1 Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Targeted intervention enables disadvantaged pupils to catch up with their non-disadvantaged peers in areas of spoken expression and the articulation of ideas.</p> <p>Vocabulary development, especially tier 2 language is a focus in every lesson.</p>
2 Increased numbers of disadvantaged pupils present with readiness to learn, emotional regulation and resilience.	Improved awareness of their own mental states allows students to think about how to be happy, respected, and confident in themselves. They are also better able to understand other people’s perspectives.
3 Enhanced provision for pupils and families with pastoral needs.	A successful pastoral support programme will have all children feeling safe, happy, involved in the school

	community and able to perform to their full potential. Happy pupils will integrate well with others and any problems will be spotted early and dealt with in a timely manner. Parent and pupil voice surveys will reflect the progress of enhancement.
4 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupil attendance to be narrowed in comparison to non-disadvantaged pupil attendance. Good attendance to be in line with national averages (96%) and the number of Persistent Absentees (<90%) to be reduced.
5 To achieve and sustain high levels of enrichment activity engagement, particularly in our disadvantaged pupils.	Disadvantaged pupil engagement in enrichment activities will be increased in comparison to non-disadvantaged pupil engagement.
6 Improved reading and writing and maths progress and attainment among disadvantaged children.	All disadvantaged pupils at Hartlebury CofE Primary to achieve or exceed nationally expected progress rates in order to reach 'Age-Related Expectation' (ARE) at the end of Year 6, so that there is no disparity between disadvantaged and non-disadvantaged pupils when they leave the school.

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor learning provision across the primary range through weekly high-quality Forest School lessons.</p>	<p>School students engaged in learning in natural environments have been found to have <b>higher achievement</b> (in comparison to their peers or projected attainment) in reading, mathematics, science and social studies, exhibiting enhanced progress in Physical Education and drama, and a greater motivation for studying science.</p> <p><a href="http://publications.naturalengland.org.uk/file/6292437136310272">http://publications.naturalengland.org.uk/file/6292437136310272</a></p>	<p>1, 2, 4, 5, 6</p>
<p>Purchase of a DfE validated Systematic Phonics programme (Twinkl Phonics) and supplementary reading materials to secure stronger teaching for all pupils.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an <b>additional five months' progress</b>. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read. (Education Endowment Fund)</p>	<p>1,5,6</p>
<p>Enhancement of our teaching and wider curriculum planning in line with DfE and EEF guidance.</p> <p>Funding for subject leads to allow release time to maximise learning across the school through analysis of their subject and the building of the appropriate provision to cultivate staff's pedagogical content knowledge.</p>	<p>'...current evidence also shows that the high-achieving systems also invest heavily in the learning and Professional Development (PD) of their teachers. It is through this good quality professional development that real improvements in teaching and attainment take place.'</p> <p>(Sutton Trust 2015)</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf</a></p>	<p>5,6</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils with low listening and spoken and receptive language skills.</p> <p>Programmes include:</p> <p>Speech Link – YR, 1</p> <p>Language Link – YR, 1, 2 and 3</p> <p>Teaching Children to Listen YR - 3</p> <p>Language for Thinking YR - 3</p>	<p>The average impact of Oral language interventions is approximately an <b>additional six months' progress</b> over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>(Education Endowment Fund)</p>	<p>1,5,6</p>
<p>Delivery of reading and spelling intervention groups across Key Stage 2.</p> <p>Programmes: Rapid Reading</p> <p>Word Shark</p>	<p>The average impact of the small group tuition is <b>four additional months' progress</b>, on average, over the course of a year (Education Endowment Fund).</p>	<p>5,6</p>
<p>The use of an ELSA (Emotional literacy support assistant) to deliver sessions aimed at supporting pupils with</p> <ul style="list-style-type: none"> <li>● empathy, self-awareness, and self-regulation;</li> <li>● self-esteem, improved social behaviour and friendships;</li> <li>● decrease in behaviours that cause concern including hyperactivity and conduct problems</li> <li>● increase in positive behaviours such as asking for help)</li> </ul>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of <b>+4 months</b> over the course of a year.(Education Endowment Fund).</p>	<p>2,3</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Group meeting with Trust half-termly and within school weekly to discuss/investigate absences and to work with Donna Parker, the Trust Attendance, Inclusion and Safeguarding Lead. There is also weekly analysis of attendance figures and persistent absentees. Strategies to improve attendance will be rooted in research evidence and based on The British Psychological Society's four categories:</p> <ul style="list-style-type: none"> <li>● Mental health related absence</li> <li>● Physical health related absence</li> <li>● Attitudinal/systemic</li> <li>● School behaviour related absence</li> </ul>	<p>Research has found a strong statistical link between absenteeism and underachievement (e.g. Gottfried 2011, 2013a; Hancock et al., 2013).</p>	<p>2,3,4,5,6</p>
<p>Pastoral Lead – developing and training those in roles similar to that of a school based FSW.</p>	<p>The average impact of the Parental engagement approaches is about an <b>additional four months' progress</b> over the course of a year. There are also higher impacts for pupils with low prior attainment (Education Endowment Fund).  'Multiple studies have shown that where relationships across schools are strong, the most disadvantaged pupils will thrive' (Addressing Educational Disadvantage In Schools and Colleges, Marc Rowland pg.45).</p>	<p>3,5</p>
<p>Subsidised music lessons, school trips and enrichment opportunities.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an <b>additional three months</b> progress (Education Endowment Fund).</p>	<p>1,2,4,5,6</p>

Zones of Regulation training for staff to lead high-quality social and emotional learning programmes.	The average impact of successful SEL interventions is an <b>additional four months' progress</b> over the course of a year (Education Endowment Fund).	2,3,4,5
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**Total budgeted cost:** £43650



## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Quality of teaching for all		
Desired outcome	Chosen action / approach	Review
2 Increased numbers of disadvantaged pupils present with readiness to learn, emotional regulation and resilience.	Outdoor learning provision across the primary range through weekly high-quality Forest School lessons.	Children from EYFS to Y5 took part in weekly Forest School sessions (previously EYFS-Y4). Parental survey responses indicate that it is a highly valued offer. Results of our pupil survey also point to positive outcomes e.g. 84.1% of pupils think they have become more confident in tackling challenges and 88.4% of pupils believe that they have improved working with others. One Pupil Premium recipient child in Year 2 received an intensive 1:1 pastoral intervention block. There were positive outcomes with his engagement in class, relationship with his staff and peers.
6 Improved reading and writing and maths progress and attainment among disadvantaged children.	Prioritising reading for pleasure and implementing EEF strategies for improving literacy at KS1 and KS2.	End of year results (2023) saw both KS1 and KS2 higher in reading than the national average. 50% of pupils in receipt of the Pupil Premium Grant in Year 2 reached age related expectations, up from 33.3% the previous year. 66.7% pupils in receipt of the Pupil Premium Grant in Year 6 reached age related expectations or above. The school book matched and supplemented the reading scheme with supporting texts, identified the prior lower attaining 20% pupils for interventions and rolled out the programme with training for staff and information sharing for parents and governors.
6 Improved reading and writing and maths progress and attainment among disadvantaged children.	Enhancement of our teaching and wider curriculum planning in line with DfE and EEF guidance. Funding for subject lead release time to maximise learning across the school through analysis of their subject and the building of	All Subject Leads have audited their subjects and have produced action plans which link to the school improvement priorities. Subject Leads provide continuing professional development for teaching staff to support teaching and learning in all aspects of the curriculum, including in Music, P.E., Computing and Science.

	the appropriate provision to cultivate staff's pedagogical content knowledge.	Several staff have undertaken National Professional Qualifications, securing strong leadership across the curriculum.
<b>Targeted support</b>		
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Delivery of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils with low listening and spoken and receptive language skills.	Language Link and Speech Link are screening tools which are used from EYFS through to Key Stage 1. The school Communication TA uses the assessment to deliver targeted language group interventions, 1:1 speech programmes and supplementary teaching support for identified pupils. Other programmes used include 'Teaching Children to Listen' and 'Language for Thinking.' Monitoring and evaluation of pupil progress is led by the SENCo.
6. Improved reading and writing and maths progress and attainment among disadvantaged children.	Delivery of reading and spelling intervention groups across Key Stage 2. Programmes: Rapid Reading Word Shark	Pupils in receipt of the Pupil Premium Grant continue to benefit from participation in Key Stage 2 Rapid Reading and Word Shark programmes. In EYFS and Key Stage 1, interventions are based around the Twinkl Phonic catch-up programmes and Word Shark. Monitoring and evaluation of pupil progress is led by Subject Leads and SLT.
<b>Other approaches</b>		
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance Group meeting with Trust termly and within school weekly to discuss/investigate absences and to work with Donna Parker, the Trust Attendance, Inclusion and Safeguarding Lead. There is also weekly analysis of attendance figures and persistent absentees. Strategies to improve attendance will be rooted in research evidence and based on The British Psychological Society's four categories: <ul style="list-style-type: none"> <li>• Mental health related absence</li> </ul>	The number of pupils eligible for Pupil Premium Grant identified as persistent absentees has improved from 55% in December 2022 to 47% in December 2023.  The school's Attendance Lead participated in attendance network meetings and Worcestershire Children's First attendance workshops.  Attendance meetings continue to be held weekly to support and monitor attendance and to challenge poor attendance and punctuality effectively. Action plans are provided for persistent absentees and as a school we use the 3P's approach: proactive, preemptive and preventive. We have also joined the DfE Attendance Hub Program and

	<ul style="list-style-type: none"> <li>● Physical health related absence</li> <li>● Attitudinal/systemic</li> <li>● School behaviour related absence</li> </ul>	<p>have launched the Attendance Matters initiative.</p> <p>School expects a minimum of 96% attendance for all; staff know and continue to work with families who find this difficult. Our regularly updated Early Help Offer signposts parents to appropriate support. Weekly meetings/contact with parents of pupils who are persistently/severely absent or at risk of being persistently/severely absent are in place.</p>
3. Enhanced provision for pupils and families with pastoral needs.	Pastoral Lead – developing and training those in roles similar to that of a school based FSW.	Head of School trained in the delivery of Zones of Regulation in addition to being the Designated Safeguarding Lead and SENDCo. Working with key administrative staff, Head of School can offer support for families through Early Help Assessments (known as Supporting Families), Family Support Plans and general signposting to services such as the NHS Starting Well and Community Paediatrics services. School can also provide support through signposting to Worcester Children First Family Hub for financial, housing, parental and relationships support. We also signpost families to the HAF programme, which provides free activities during the school holidays.
5. To achieve and sustain high levels of enrichment activity engagement, particularly in our disadvantaged pupils.	Subsidised music lessons, school trips and enrichment opportunities.	Enrichment programmes are poverty proofed. No pupils are disadvantaged by the cost of school educational visits or after school activities. School had a good take up on residential, extra-curricular clubs and music lessons for pupils in receipt of the PPG in the year 2022-2023.
2. Increased numbers of disadvantaged pupils present with readiness to learn, emotional regulation and resilience.	Well-being and Child Mental Health training for staff to lead high-quality social and emotional learning programmes.	School has an Emotional Literacy Support Assistant (ELSA) leading emotional support programmes (Emotion Coaching, School Wellbeing Cards etc) across the primary range. The ELSA receives supervision from the Worcestershire Children First's Educational Psychology service and works closely with the SENCO/DSL and DSMHL to strategically plan to meet the needs of pupils.

## 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*

<b>Programme</b>	<b>Provider</b>
Rapid Reading	Pearson
Rapid Phonics	Pearson
Talkabout programmes	Alex Kelly Ltd
TTRockstars	Maths Circle Ltd
WordShark	White Space Ltd
NumberShark	White Space Ltd
Language for Thinking	Routledge: Speechmark books
Teaching Children to Listen	Bloomsbury
Word Aware	Routledge: Speechmark books
Language Link	Speech Link Multimedia Ltd
Speech Link	Speech Link Multimedia Ltd
Twinkl Phonics	Twinkl Educational Publishing
Rapid Maths	Pearson
Rapid Recall	Special Direct
Reading Fluency	FRED's Teaching