

Pupil premium strategy statement 2021 2022

School overview

Metric	Data
School name	Hartlip Endowed Church England Primary School
Pupils in school	98
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£18140
Academic year or years covered by statement	2021 2022
Publish date	October 2021
Review date	October 2022
Statement authorised by	
Pupil premium lead	Mrs Ellen Ranson McCabe
Governor lead	Mrs Joan Jabbour

Disadvantaged pupil progress scores for last academic year

Year 1 15 pupils		Pupils (%) making 4+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	15 (100%)	10 (66.7%)	10 (66.7%)	10 (66.7%)
Males	8 (53.3%)	3 (37.5%)	3 (37.5%)	4 (50.0%)
Females	7 (46.7%)	7 (100%)	7 (100%)	6 (85.7%)
SEN Support	2 (13.3%)	2 (100%)	2 (100%)	1 (50.0%)
Not SEN	13 (86.7%)	8 (61.5%)	8 (61.5%)	9 (69.2%)
Disadvantaged	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not Disadvantaged	15 (100%)	10 (66.7%)	10 (66.7%)	10 (66.7%)
Academically More Able or Talented	4 (26.7%)	4 (100%)	4 (100%)	4 (100%)
Not Academically More Able and Not Talented	11 (73.3%)	6 (54.5%)	6 (54.5%)	6 (54.5%)

Missing Data		1 (6.7%)	1 (6.7%)	1 (6.7%)
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Year 2 15 pupils		Pupils (%) making 4+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	15 (100%)	13 (86.7%)	13 (86.7%)	11 (73.3%)
Males	9 (60.0%)	7 (77.8%)	7 (77.8%)	7 (77.8%)
Females	6 (40.0%)	6 (100%)	6 (100%)	4 (66.7%)
SEN Support	2 (13.3%)	1 (50.0%)	1 (50.0%)	1 (50.0%)
Not SEN	13 (86.7%)	12 (92.3%)	12 (92.3%)	10 (76.9%)
Disadvantaged	1 (6.7%)	0 (0%)	0 (0%)	0 (0%)
Not Disadvantaged	14 (93.3%)	13 (92.9%)	13 (92.9%)	11 (78.6%)
Academically More Able or Talented	3 (20.0%)	3 (100%)	3 (100%)	3 (100%)
Not Academically More Able and Not Talented	12 (80.0%)	10 (83.3%)	10 (83.3%)	8 (66.7%)

Missing Data		1 (6.7%)	1 (6.7%)	1 (6.7%)
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Year 3 15 pupils		Pupils (%) making 4+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	15 (100%)	13 (86.7%)	13 (86.7%)	13 (86.7%)
Males	9 (60.0%)	9 (100%)	8 (88.9%)	9 (100%)
Females	6 (40.0%)	4 (66.7%)	5 (83.3%)	4 (66.7%)
SEN Support	3 (20.0%)	2 (66.7%)	2 (66.7%)	2 (66.7%)
Not SEN	11 (73.3%)	11 (100%)	11 (100%)	11 (100%)
Disadvantaged	1 (6.7%)	1 (100%)	1 (100%)	1 (100%)
Not Disadvantaged	14 (93.3%)	12 (85.7%)	12 (85.7%)	12 (85.7%)
Academically More Able or Talented	2 (13.3%)	2 (100%)	2 (100%)	2 (100%)
Not Academically More Able and Not Talented	13 (86.7%)	11 (84.6%)	11 (84.6%)	11 (84.6%)

Year 4 16 pupils		Pupils (%) making 4+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	16 (100%)	16 (100%)	16 (100%)	16 (100%)
Males	11 (68.8%)	11 (100%)	11 (100%)	11 (100%)
Females	5 (31.3%)	5 (100%)	5 (100%)	5 (100%)
SEN Support	5 (31.3%)	5 (100%)	5 (100%)	5 (100%)
Not SEN	10 (62.5%)	10 (100%)	10 (100%)	10 (100%)
Disadvantaged	3 (18.8%)	3 (100%)	3 (100%)	3 (100%)
Not Disadvantaged	13 (81.3%)	13 (100%)	13 (100%)	13 (100%)
Academically More Able or Talented	3 (18.8%)	3 (100%)	3 (100%)	3 (100%)
Not Academically More Able and Not Talented	13 (81.3%)	13 (100%)	13 (100%)	13 (100%)

Year 5 11 pupils		Pupils (%) making 4+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	11 (100%)	9 (81.8%)	9 (81.8%)	9 (81.8%)
Males	5 (45.5%)	4 (80.0%)	4 (80.0%)	5 (100%)
Females	6 (54.5%)	5 (83.3%)	5 (83.3%)	4 (66.7%)
SEN Support	2 (18.2%)	1 (50.0%)	2 (100%)	1 (50.0%)
Not SEN	9 (81.8%)	8 (88.9%)	7 (77.8%)	8 (88.9%)
Disadvantaged	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not Disadvantaged	11 (100%)	9 (81.8%)	9 (81.8%)	9 (81.8%)
Academically More Able or Talented	3 (27.3%)	3 (100%)	3 (100%)	3 (100%)
Not Academically More Able and Not Talented	8 (72.7%)	6 (75.0%)	6 (75.0%)	6 (75.0%)

Year 6 14 pupils		Pupils (%) making 4+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	14 (100%)	14 (100%)	12 (85.7%)	13 (92.9%)
Males	5 (35.7%)	5 (100%)	4 (80.0%)	4 (80.0%)
Females	9 (64.3%)	9 (100%)	8 (88.9%)	9 (100%)
SEN Support	3 (21.4%)	3 (100%)	2 (66.7%)	2 (66.7%)
Not SEN	10 (71.4%)	10 (100%)	9 (90.0%)	10 (100%)
Disadvantaged	2 (14.3%)	2 (100%)	2 (100%)	2 (100%)
Not Disadvantaged	12 (85.7%)	12 (100%)	10 (83.3%)	11 (91.7%)
Academically More Able or Talented	3 (21.4%)	3 (100%)	3 (100%)	3 (100%)
Not Academically More Able and Not Talented	11 (78.6%)	11 (100%)	9 (81.8%)	10 (90.9%)

Strategy aims for disadvantaged pupils

Measure	Score	
Meeting expected standard at KS2	43% cohort overall	End of KS1
		<i>Combined: 66.7%</i>
Achieving high standard at KS2	R: 57% W: 7% M: 21%	R: 42.9% W: 14.3% M: 14.3%

Measure	Activity
Priority 1	<p>Provide the appropriate pastoral and academic support for children and families throughout the pandemic.</p> <p>The Pastoral Assistant takes pupil referrals by class teachers/ parents or the children themselves. She also supports parents and staff.</p> <p>Teachers and teaching teams support the children academically. There are robust intervention timetables in place.</p>
Priority 2	<p>Raise and implement the Recovery Curriculum to support children and accurately identify gaps as they return to school Refer to Recovery Curriculum Document.</p> <p>March 2021: Baseline assessment were reported, report sent out to parents and Targets set.</p>
Barriers to learning these priorities address	Attendance, emotional issues, anxiety and academic attainment gaps
Projected spending	£19485

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>To establish an effective home learning policy to address the gaps in reading.</p> <p>Establish a Guided Reading Policy which is reflective of the best practice for each specific year group and addresses the gaps in reading which are very much those of comprehension, understanding, deduction and inference.</p> <p>Restore a love of reading throughout school. Reading has become mechanical and a must do task, rather than an enjoyable task.</p> <p>Identify the baseline for each child within their reading and develop intervention and provision plans to ensure progress.</p> <p>Identify children to engage with and profit from tutoring. Provide this weekly support.</p> <p>Reach out to parents to inform of supportive home reading,</p> <p>Identify the appropriate phonics scheme for fidelity and ensure that reading books are using a clear decoding approach to match the scheme chosen.</p>	<p>Term 2</p> <p>Term 2</p> <p>End of term 1</p> <p>Beginning of term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 1</p>
Progress in Writing	Embed Talk for Writing to reengage writers and make accelerated progress.	Term 1
Progress in Mathematics	<p>All learning to be supported by the use of manipulatives so that children can visually understand concepts and apply these to their learning.</p> <p>Children to develop their reasoning skills</p>	Term 1

	<p>Children to be pre-taught the vocabulary and understanding of concepts and methodology before joining the class maths lesson.</p> <p>Staff to be trained in the mastery of mathematics, understanding number.</p> <p>Identify the baseline for each child and develop intervention and provision plans to ensure progress.</p> <p>Identify children to engage with and profit from tutoring. Provide this weekly support.</p> <p>Reach out to parents to inform of supportive home calculations</p>	
Phonics	<p>Phonics leader to continue teaching phonics to current year 2 prior to screening</p> <p>Phonics leader to identify children requiring support and to commence breakfast booster clubs.</p> <p>Identify children to engage with and profit from tutoring. Provide this weekly support.</p> <p>Reach out to parents to inform of supportive phonic development.</p> <p>Identify a scheme of fidelity and embed this to lead and direct the phonics delivery.</p> <p>Ensure children have access to quality decoding books.</p>	Term 1

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Track children in all areas of learning to ensure that they are making progress in line with their peers and meeting age related expectations. Provide the appropriate support and intervention to ensure that this happens
Priority 2	Support parents to be able to support their children at home to close their gaps.
Barriers to learning these priorities address	The attendance of children
Projected spending	£13000

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p><i>Track children in all areas of learning to ensure that they are making progress in line with their peers and meeting age related expectations. Provide the appropriate support and intervention to ensure that this happens</i></p>	<p>Termly tracking of children</p> <p>Monitoring, including the involvement of the Governor pair.</p> <p>Pupil Premium Progress meetings termly</p> <p>Intervention and Provision plans</p> <p>Reports to Quality of Education Committee.</p> <p>Challenge from Finance and Resources Committee regarding spend related to impact.</p> <p>Provide the appropriate pastoral support to ensure that children are supported in their emotional health and that they are able to then be effective learners.</p> <p>Provide wrap around care to raise attendance and meet the simple needs of children</p> <p>Ensure families receive requirements to meet basic needs.</p> <p>Extra-curricular activities to be accessible to all.</p> <p>School trips to be financed</p>

<p>Priority 2 Support parents to be able to support their children at home to close their gaps.</p>	<p>Identify the children who will profit from weekly tuition</p> <p>Meet regularly with parents to steer and enthuse support in home learning.</p> <p>Provide the appropriate pastoral support to ensure that children are supported in their emotional health and that they are able to then be effective learners. Ensure families receive requirements to meet basic needs.</p> <p>Establish breakfast booster groups</p> <p>Provide wrap around care to raise attendance and meet the simple needs of children</p>
Barriers to learning these priorities address	Lack of attendance
Projected spending	£6,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Quality of teaching and learning regularly monitored by SLT, subject leaders and Governors</p> <p>Data reports analysed by teachers, subject leaders, SLT, Quality of Education Committee and FGB</p> <p>Class Action Plans acknowledge gaps and address accordingly</p> <p>Provision Plans address gaps and are reviewed accordingly</p> <p>Intervention Plans address gaps and are reviewed accordingly</p>	<p>Teachers supported in areas of weakness.</p> <p>Raise attendance by allowing access to wrap around care and extra-curricular provision.</p> <p>Provide learning resources and uniform.</p>

	Provision reviews Children identified for the tutoring programme and tracked accordingly	
Targeted support	Monitored by SLT and parents and assigned Governors	Referrals made to agencies accordingly.
Wider strategies	Monitored by SLT Robust Performance Management Challenged by Finance and Resources Committee Challenged by Quality of Education Committee	

Review: last year's aims and outcomes

Aim	Outcome
<p>Priority 1 Provide the appropriate pastoral and academic support for children and families throughout the pandemic.</p>	<p>Children were supported in a number of interventions delivered by the Pastoral Assistant. Support also provided to parents and staff. This gave everyone the tools to remove barriers to learning.</p> <p>The baseline assessments undertaken at every return to school point, ensured that teachers have clear knowledge regarding the starting points of their children. It afforded the opportunity for targets to be reset to allow children to make progress towards these.</p> <p>Intervention plans ensured that children had the appropriate measures in place to make progress.</p> <p>Provision plans ensured that children had the appropriate measures in place to make progress.</p> <p>All children made expected progress.</p>

<p>Priority 2 Raise and implement the Recovery Curriculum to support children and accurately identify gaps as they return to school Refer to Recovery Curriculum Document.</p>	<p>The baseline assessments undertaken at every return to school point, ensured that teachers have clear knowledge regarding the starting points of their children. It afforded the opportunity for targets to be reset to allow children to make progress towards these.</p> <p>Intervention plans ensured that children had the appropriate measures in place to make progress.</p> <p>Provision plans ensured that children had the appropriate measures in place to make progress.</p> <p>All children made expected progress.</p>
<p>Emotional barriers to learning Attendance and Punctuality Appropriate support of learners</p>	<p>All families were supported through lockdown. Disadvantaged families were telephoned weekly and any arising issues addressed. Children unable to access technology for home learning were posted hard copies of their work. Families offered chrome books to borrow.</p> <p>School ensured that all children were fed and provided for. Families requiring support through bereavement or challenging circumstances were supported and sign posted if required. External agency meetings were still organised remotely.</p> <p>On return to school, the pastoral supported all identified children accordingly.</p> <p>Children can access wrap around care to improve attendance and punctuality</p> <p>Children can access extra-curricular school activities</p> <p>The baseline assessments undertaken at every return to school point, ensured that teachers have clear knowledge regarding the starting points of their children. It afforded the opportunity for targets to be reset to allow children to make progress towards these.</p> <p>Intervention plans ensured that children had the appropriate measures in place to make progress.</p> <p>Provision plans ensured that children had the appropriate measures in place to make progress.</p> <p>Termly tracking of children</p>

Monitoring, including the involvement of the Governor pair.

Pupil Premium Progress meetings termly

Intervention and Provision plans

Reports to Quality of Education Committee.

Challenge from Finance and Resources Committee regarding spend related to impact.

All children made expected progress.

Monitor the quality of teaching and learning opportunities, including interventions and GD support.

Regular monitoring took place prior to and during lockdown

Termly tracking of children

Monitoring, including the involvement of the Governor pair.

Pupil Premium Progress meetings termly

Intervention and Provision plans

Reports to Quality of Education Committee.

Children identified as HLP: Higher learning Potential are subject to provision plans which are regularly reviewed with parents. Their progress is tracked and monitored.

10. Greater Depth Re-set Targets (Term 4)

	Reading Target	Writing Target	Maths Target	Term 1	Term 2	Term 4	Term 5	Term 6	Prior: KS1 Greater depth/ELG 3
Y1	28.5% 20%	0%	21.4% 0%	R: 21.4% W: 0% M: 0%	R: 36% W: 0% M: 21%	R: 13% W: 0% M: 0%	R: 20% W: 0% M: 0%	R: 20% W: 0% M: 0%	No prior
Y2	44.2% 13%	0%	0% 6%	R: 14.2% W: 0% M: 0%	R: 20% W: 0% M: 0%	R: 0% W: 0% M: 0%	R: 13% W: 0% M: 27%	R: 13% W: 0% M: 20%	
Y3	13.3%	6.7%	13.3%	R: 13.3% W: 6.7% M: 13.3%	R: 13.3% W: 6.7% M: 13.3%	R: 13.3% W: 0% M: 0%	R: 13.3% W: 7% M: 13%	R: 13.3% W: 7% M: 13%	No KS1 – Year 1 results: R: 20% W: 0% M: 0%
Y4	18.8%	18.8% 25%	6.3% 25%	R: 18.8% W: 18.8% M: 6.3%	R: 18.8% W: 18.8% M: 6.3%	R: 18.8% W: 6% M: 6%	R: 18.8% W: 25% M: 25%	R: 18.8% W: 25% M: 25%	R: 25% W: 6.3% M: 12.5%
Y5	0% 18%	0%	18.2%	R: 0% W: 0% M: 18.2%	R: 9% W: 0% M: 18.2%	R: 9% W: 0% M: 9%	R: 27% W: 0% M: 9%	R: 54% W: 0% M: 18%	R: 18.2% W: 0% M: 0%
Y6	28.6% 50%	44.3% 0%	21.4%	R: 14.3% W: 0% M: 21.4%	R: 21% W: 7% M: 21.4%	R: 7% W: 0% M: 7%	R: 29% W: 0% M: 21%	R: 57% W: 7% M: 21%	R: 42.9% W: 14.3% M: 14.3%

<p>Ensure that there is time for intervention to take place and for staff to receive the support/CPD that they need to be appropriately skilled</p>	<p>Provision and intervention plans are an expectation in every class.</p> <p>Staff receive CPD as identified in performance management.</p> <p>CPD is delivered in accordance to the needs of the school. For example, this year's priorities acknowledged that engaging children as writers again was required. Talk for writing was therefore placed. In number, the lack of ability to reason has been noted. As a result, staff are receiving training in mastery.</p> <p>The management of behaviour was acknowledged as a priority returning to school. Many children's behaviours are currently influenced by the trauma of the pandemic. Therefore, a new approach to management was identified. Staff have been trained in a new behaviour strategy.</p> <p>Staff attend regular network meetings and report learning back to staff meeting.</p> <p>The need of effective intervention and assessments was identified to ensure that children are in the best place to make progress. Staff have been trained in the delivery of assessment.</p>
<p>Engaging the families facing most challenges</p>	<p>All families were supported through lockdown. Disadvantaged families were telephoned weekly and any arising issues addressed. Children unable to access technology for home learning were posted hard copies of their work. Families offered chrome books to borrow.</p> <p>School ensured that all children were fed and provided for. Families requiring support through bereavement or challenging circumstances were supported and sign posted if required. External agency meetings were still organised remotely</p>