

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.

Update February 2022

School overview

Detail	Data
School name	Hartlip Endowed Church England Primary
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	13.6% 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 2022
Date this statement was published	January 2022 Updated February 2022
Date on which it will be reviewed	On going
Statement authorised by	
Pupil premium lead	Ellen Ranson McCabe
Governor / Trustee lead	Joan Jabbour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20830
Recovery premium funding allocation this academic year	£2030
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	£22860

Part A: Pupil premium strategy plan

Statement of intent

At Hartlip School, our vision directs that we are all of equal importance and that everyone is special. It is our intent that no one is left behind, and if that starts to become the case, actions are swiftly placed to ensure that the lost sheep is found.

Every child has the same opportunities and experience to ensure that they flourish and reach their full potential. They should experience life in all its fullness.

It is our aim to ensure that we make this happen as a school.

Challenges

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

Challenge number	Detail of challenge
1	Well-being stunted as a result of not being able to have access to opportunities
2	Learning stunted due to emotional barriers
3	Talents not recognised as unable to access opportunities, particularly those where there are associated financial implications
4	Children not having access to the same technology as other children due to lack of internet and devices
5	Children not having access to resources in the same way as other children
6	Children unable to be supported in their learning due to the working commitments of parents
7	Poor attendance/persistent absence
8	Basic needs not met to demonstrate belonging: school uniform/PE kits etc. Hungry, poor dental hygiene, dirty

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
Children to make at least expected progress	Children will be supported in their learning appropriately to ensure that they make at least expected progress: <ul style="list-style-type: none"> • Breakfast boosters • School led tutoring sessions • Classroom interventions • Increased teaching team hours
Children to reach at least age expected attainment	Children will be supported in their learning appropriately to ensure that they make at least age-related attainment <ul style="list-style-type: none"> • Breakfast boosters • School led tutoring sessions • Classroom interventions • Increased teaching team hours
Children to achieve the 97% attendance target	Work with families to ensure that children meet their attendance target: <ul style="list-style-type: none"> • Offer breakfast club and after school provision • Work with families to make arrangements for children to attend school when there are difficulties: meet/arrange taxi/car sharing/breakfast club/after school provision
Ensure that basic needs are met	<ul style="list-style-type: none"> • Provide food as required for breakfast/lunch and snacks • Facilities for washing and cleaning teeth • Issue of uniform and PE kit
Ensure that children can participate in remote learning so that they can continue to learn and make progress in line with peers	<ul style="list-style-type: none"> • Provide devices • Provide internet
Expose children to opportunities so that talents and gifts can be recognised and developed	<ul style="list-style-type: none"> • Allow children free access to extra-curricular clubs of their choosing • Facilitate 1:1 music lessons • Access opportunities that are available nationally. Free tickets for a London show February break 2022
Ensure that every child has the same opportunities	<ul style="list-style-type: none"> • Pay in full/subsidise activities such as school trips/residentials/swimming etc

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: **£13, 084**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extend teaching team hours to be able to provide the interventions required for children to make at least expected progress and age-related attainment	Data reports indicate where children are not making at least expected progress and are at least age-related attainment	4, 5
Extend teaching team hours to cover the interventions of the Pastoral Assistant who has recently resigned	The Pastoral Assistant supported many children in addressing and overcoming emotional barriers. This then meant that they were in a good place, and ready to learn. Having lost her support, hours need to be allocated to intervention to ensure that children can continue to be supported and as a result are able to achieve.	2,6,8
Recruit a Teaching Assistant to replace a colleague whom resigned due to ill health	Staff capacity required to place intervention and support to Pupil Premium children identified as a result of assessment.	2,4,5,6
Additional staff member assigned to breakfast and after school club to cater for the higher numbers of children and the arising issues and vulnerabilities	Children coming to wrap around care can have their basic needs met. This means that they are settled, satisfied and ready to learn	5,7,8

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

Budgeted cost: **£5510**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Boosters	Assessment reports indicate the children who require support to make at least expected progress and be at age related expectations. It could be that a child is naturally intelligent and working at GD, but in order to maintain this, needs to make accelerated progress.	4,5,6,7
Tutoring	Ensuring that the identified children are supported to reach their full potential.	4,5,6
Structured interventions in class	Assessment reports identify children who need support to make at least expected progress, those who may need to make accelerated progress and those who need support to be at least age-related expectations.	4,5,6

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

Budgeted cost: **£7693**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to interventions to support well being	Children require support with their well being in order to remove barriers to learning	2,6,8
Access to extra-curricular clubs	Well-being is a tonic and supports access to learning Affords children the opportunity to flourish and recognise talent and gifts	1,2,3,4,5,6
Access to all educational trips including residentials	Well-being is a tonic and supports access to learning Affords children the opportunity to flourish and recognise talent and gifts Allows all children the same opportunities	1,2,3,4,5,6
Attend breakfast and after school clubs	Meets basic needs Improves attendance	1,4,5,7,8

Total budgeted cost: £ 26, 287

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.

Age Related Expectation Summary Report Y1, Y2 'Blackbirds', Y3, Y4, Y5, Y6 - Pupil Premium (11 pupils)

11 pupils	Below	On Track or higher	Higher
Reading	6 (54.5%)	5 (45.5%)	2 (18.2%)
Writing	9 (81.8%)	2 (18.2%)	0 (0%)
Mathematics	9 (81.8%)	2 (18.2%)	0 (0%)
Combined	Below in one or more 10 (90.9%)	On Track or higher in all 1 (9.1%)	Higher in all 0 (0%)

Key: Number of Pupils (Percentage)
On Track - All pupils at ARE, including those at risk of working below
Higher - Pupils working above, or significantly above, ARE

Diminishing Differences Report Y1, Y2 'Blackbirds', Y3, Y4, Y5, Y6 - All Pupils (80 pupils)

80 pupils		On Track or Higher		Higher	
Reading	No. (%)	Sum2 20-21	Aut1 21-22	Sum2 20-21	Aut1 21-22
Pupil Premium	11 (13.8%)	36.4%	45.5%	9.1%	18.2%
Not Pupil Premium	69 (86.3%)	60.9%	62.3%	18.8%	21.7%
Difference (change in difference):		24.5	16.8 (-7.7)	9.7	3.5 (-6.2)

80 pupils		On Track or Higher		Higher	
Writing	No. (%)	Sum2 20-21	Aut1 21-22	Sum2 20-21	Aut1 21-22
Pupil Premium	11 (13.8%)	18.2%	18.2%	0%	0%
Not Pupil Premium	69 (86.3%)	36.2%	37.7%	7.2%	7.2%
Difference (change in difference):		18.0	19.5 (1.5)	7.2	7.2 (0.0)

80 pupils		On Track or Higher		Higher	
Mathematics	No. (%)	Sum2 20-21	Aut1 21-22	Sum2 20-21	Aut1 21-22
Pupil Premium	11 (13.8%)	9.1%	18.2%	0%	0%
Not Pupil Premium	69 (86.3%)	47.8%	52.2%	13.0%	13.0%
Difference (change in difference):		38.7	34.0 (-4.7)	13.0	13.0 (0.0)

Difference Key: Widening Narrowing Unchanged

	Well Below	Below	Expected	Above	Well Above
Reading			7 (70.0%)		3 (30.0%)
Writing			10 (100%)		
Mathematics			7 (70.0%)		3 (30.0%)

Expected progress is one step per half term