

Pupil premium strategy statement – Hartlip Endowed Church England 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

Detail	Data
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 2024
Date this statement was published	31 st December 2023
Date on which it will be reviewed	Ongoing
Statement authorised by	
Pupil premium lead	Tracey Jerome
Governor / Trustee lead	Linda Jennings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,094
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

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	Learning stunted due to key skills not being rehearsed, revisited, supported and show cased
2	Children unable to be supported in their learning due to the working commitments of parents
3	Children not having access to resources to support learning in the same way as other children
4	Learning stunted due to emotional barriers
5	Well-being stunted as a result of not being able to have access to opportunities
6	Talents not recognised as unable to access opportunities, particularly those where there are associated financial implications
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	<p>Children will be supported in their learning appropriately to ensure that they make at least expected progress:</p> <ul style="list-style-type: none"> • Pre-teaching • Classroom core small group interventions and support • Homework club • Scheduled small group and 1:1 intervention in maths, reading, writing, phonics, behaviour (zones of regulation) speech and language, every afternoon • Barriers removed to learning by the support of Pastoral and Behavioural Assistant Intervention
Children to reach at least age expected attainment	<p>Children will be supported in their learning appropriately to ensure that they make at least age-related attainment</p> <ul style="list-style-type: none"> • Pre-teaching • Classroom small core group interventions and support • Homework club • Scheduled small group and 1:1 intervention in maths, reading, writing, phonics, behaviour (zones of regulation) speech and language, every afternoon
Children to achieve the 97% attendance target	<p>Work with families to ensure that children meet their attendance target:</p> <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 • Free access to extra-curricular activities • access to homework club • Families and children supported by intervention from the Pastoral and behavioural Assistant

<p>Ensure that basic needs are met</p>	<ul style="list-style-type: none"> • Provide food as required for breakfast/lunch and snacks • Facilities for washing and cleaning teeth • Issue of free uniform and PE kit • Families and children supported by intervention from the Pastoral and Behavioural Assistant
<p>Expose children to opportunities so that talents and gifts can be recognised and developed</p>	<ul style="list-style-type: none"> • Allow children free access to extra-curricular clubs of their choosing • Facilitate a homework club • Facilitate 1:1 music lessons • Access opportunities that are available nationally • IRock bursary • Pay in full/subsidise activities such as school trips/residential/swimming etc • Provide free access to opportunities such as Singing Squad, Worship Band and the football team
<p>Ensure that every child has the same opportunities</p>	<ul style="list-style-type: none"> • Pay in full/subsidise activities such as school trips/residential/swimming etc • Families and children supported by intervention from the Pastoral and Behavioural Assistant • Provide children with the same opportunities as others: eg: attendance at school events (discos, parties etc and Christmas/Mothers/Fathers Day markets

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD will be delivered to ensure consistency in the delivery and use of the zones of regulation, teaching children to be able to regulate their behaviours appropriately</p>	<p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p>	<p>4</p>
<p>A full time Pastoral Assistant has been upskilled to deliver the following:</p> <ol style="list-style-type: none"> 1) ELSA 2) Drawing and Talking 3) Rainbow Bereavement Counsellor. <p>The pastoral assistant post is now being recognised on the appropriate pay scale</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>	<p>2, 4, 7</p>
<p>A full-time behavioural support assistant has been recognised to provide support across school, assisting children to regulate their emotions and access their teaching and learning. This post is recognised at the appropriate pay scale</p>	<p>Intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.</p>	<p>4, 7,8</p>
<p>CPD will be delivered to Teaching Assistants in:</p> <ul style="list-style-type: none"> • Phonics • Mastering number • Mastery of number • Mighty Writer • Little Wandle • Early Reading <p>so that children can be appropriately supported</p>	<p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p>	<p>1,2,3</p>
<p>A specialist Teaching Assistant has been employed for three days/week. This is to support the teaching and learning in EYFS, particularly with</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these</p>	<p>1,2,3</p>

disadvantaged children. This TA also models best practice to staff, to enable them to be upskilled.	pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	
HLTA posts have been created to ensure that support staff are recognised for the work that they do and encourage retention amongst experienced staff	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1,2,3
A qualified supply teacher has been appointed to cover all PPA across school. This means that all children receive high quality teaching and learning in the absence of their class teacher	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1,2,3

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children will be supported in their learning appropriately to ensure that they make at least expected progress and are at age expected attainment	Targeted academic support assists language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching	1, 2, 3, 4, 5

<p>expected progress:</p> <ul style="list-style-type: none"> • Pre-teaching • Classroom small group interventions and support • Homework club • Scheduled small group and 1:1 intervention in maths, reading, writing, phonics, behaviour (zones of regulation) speech and language, every afternoon • Barriers removed to learning by the support of Pastoral and Behavioural Assistant Intervention 	<p>and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons</p> <p>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</p>	
<p>A homework club is well be established</p>	<p>Evidence suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</p> <p>To maximise impact, it also appears to be important that students are provided with high quality feedback on their work</p>	<p>1, 2, 3, 4, 6, 7</p>

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with families to ensure that children meet their attendance target:</p> <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 • Free access to extra school curricular activities • Free access to homework club <p>Families and children supported by intervention from the Pastoral Assistant</p>	<p>A range of approaches aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p>	<p>2,3,4,5,7, 8</p>
<p>Meet the basic needs of children:</p> <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 		<p>3, 4, 7, 8</p>
<p>Allow children free access to extra-curricular clubs of their choosing</p> <ul style="list-style-type: none"> • Facilitate a homework club • Facilitate 1:1 music lessons • Access opportunities that are available nationally • IRock bursary • Pay in full/subsidise activities such as school trips/residential/swimming etc • Provide free access to opportunities such as Singing 	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning.</p>	<p>3, 4, 5, 6, 7, 8</p>

Squad, Worship Band and the football team		
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Total budgeted cost: £ 30,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Diminishing Differences Report

Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (86 pupils)

86 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Sum2 21-22	Sum1 22-23
Males	50 (58.1%)	4 (8.0%)	65.2%	82.6%
Females	36 (41.9%)	5 (13.9%)	87.1%	87.1%
Difference (change in difference):			21.9	4.5 (-17.4)
Pupil Premium	11 (12.8%)	1 (9.1%)	30.0%	60.0%
Not Pupil Premium	75 (87.2%)	8 (10.7%)	80.6%	88.1%
Difference (change in difference):			50.6	28.1 (-22.5)
All SEN	19 (22.1%)	0 (0%)	31.6%	52.6%
Not SEN	67 (77.9%)	9 (13.4%)	87.9%	94.8%
Difference (change in difference):			56.3	42.2 (-14.1)

86 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Sum2 21-22	Sum1 22-23
Males	50 (58.1%)	4 (8.0%)	43.5%	47.8%
Females	36 (41.9%)	5 (13.9%)	64.5%	71.0%
Difference (change in difference):			21.0	23.2 (2.2)
Pupil Premium	11 (12.8%)	1 (9.1%)	10.0%	10.0%
Not Pupil Premium	75 (87.2%)	8 (10.7%)	58.2%	64.2%
Difference (change in difference):			48.2	54.2 (6.0)
All SEN	19 (22.1%)	0 (0%)	5.3%	15.8%
Not SEN	67 (77.9%)	9 (13.4%)	67.2%	70.7%
Difference (change in difference):			61.9	54.9 (-7.0)

86 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Sum2 21-22	Sum1 22-23
Males	50 (58.1%)	4 (8.0%)	65.2%	67.4%
Females	36 (41.9%)	5 (13.9%)	61.3%	61.3%
Difference (change in difference):			3.9	6.1 (2.2)
Pupil Premium	11 (12.8%)	1 (9.1%)	20.0%	30.0%
Not Pupil Premium	75 (87.2%)	8 (10.7%)	70.1%	70.1%
Difference (change in difference):			50.1	40.1 (-10.0)
All SEN	19 (22.1%)	0 (0%)	26.3%	36.8%
Not SEN	67 (77.9%)	9 (13.4%)	75.9%	74.1%
Difference (change in difference):			49.6	37.3 (-12.3)