

Pupil premium strategy statement: Hartest Church of England Primary

At Hartest, we aim to raise the attainment of all pupils, including pupils who are disadvantaged. We aim to reduce the attainment gap between groups of pupils across the school. We believe strongly in providing equal opportunities and treating pupils as individuals, recognising their strengths and their particular personal and academic needs. We believe that pupils will be more 'ready to learn' if we prioritise their personal and emotional wellbeing and an emphasis is placed on using funding to ensure the structures and staff are in place to provide a nurturing, supportive environment. We analyse the school's performance data and the achievement of individual pupils, in order to plan Pupil Premium expenditure effectively. Pupils are discussed every term at Pupil Progress Meetings, involving the class teachers, SENDCo and Head Teacher. Once priorities have been identified, we put in place strategies, interventions, programmes and other supportive actions

1. Summary information					
School	Hartest Church of England Primary School				
Academic Year	2023-24	Total PP budget	£19,008	Date of most recent PP Review	Sept 2023
Total number of pupils	42	Number of pupils eligible for PP	13 (31%)	Date for next internal review of this strategy	Feb 2024

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>England National all pupils</i>
% achieving expected standard or higher in reading, writing & maths	0%*	67%
progress score in reading	+14.33*	0.3
progress score in writing	+6.95*	0.2
progress score in maths	+4.38*	0.3
*based on assessment data collected in July 2023		

3. 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.	Limited vocabulary on entry to school - affects future reading comprehension, especially inference and deduction of more complex texts, understanding of mathematical concepts such as reasoning skills and problem solving and restricts the ability to write at age expected level.	
B.	Historically there has been limited progress caused by a number of factors. Assessment is used to identify gaps in children’s learning and support will be given to overcome the gap.	
C.	54% pupils that are eligible for PPG have Social or Emotional needs. These needs are expressed through behaviour patterns, increased anxiety and/or low self-esteem.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	38% of pupils that are eligible for PPG have a lower than expected attendance rate during this academic year.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children quickly settle into school, transition is a smooth process and staff are quickly aware of support that is required, particularly regarding speech and language, and are able to make early assessment of gaps in learning. Improve speech and language provision in school in early intervention Baseline assessment monitors accelerated progress Pupil profiles are completed and revisited throughout the year	All children achieve GLD. All children are able to express themselves and their needs and have a growing vocabulary. Children will have access to SALT provision and increase their phonics ability and confidence in reading
B.	Improve progress for children.	All children will reach age-expected progress targets within their academic year
C.	Raise self-esteem and improve attitude to learning Pupils feel well supported by staff and are able to access support through being directed to outside agencies as required. The LSA and SENCO provide opportunities to discuss issues of importance.	Improved academic resilience. Children’s behaviour / social or emotional resilience is good and this supports their learning
D.	All children are able to get to school and are able to access appropriate learning within their classroom.	Attendance will be consistently above 90%. All children will make age-appropriate progress. Increased attendance raises levels of social skills, self-esteem and confidence, as well as increased progress within learning.

5. Planned expenditure

Academic year

2023-2024

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	When will you review implementation?
A To improve and extend vocabulary skills	<ul style="list-style-type: none"> Screening and implementation of SpeechLink Assessment and programme that screens the children and identifies areas that staff are able to work on. This tool will be used with pupils when they enter Reception, but will also be used with Yr1 and 2. The programme will then be able to be followed to build and develop Speech and Language and vocabulary skills by the end of the school year. Breakfast and After School clubs are on offer as well as Sports Club for children after school. All clubs focus on the development of social skills including communication. Principles promoted within the classroom e.g. active listening are also promoted within clubs. Key vocabulary is used and reinforced, linked to the subjects being covered. LSA support is provided within EYFS and up to Year 3 to provide Speech and Language Support. 	Maximising the opportunities within the school days for children to develop their vocabulary within a nurturing environment that will in turn enable them to access the wider curriculum with increased confidence.	<p>More active conversational input by pupils evident in lesson observations and learning walks.</p> <p>Children displaying more confidence in performance and in different social contexts.</p> <p>LSA feedback reflects progress and can areas where pupils feel less confident.</p>	SENCO Headteacher	Termly

B To raise attainment for all pupils.	<ul style="list-style-type: none"> • Track children carefully • Identify barriers to learning • Plan pre-learning tasks to boost self-esteem and post learning tasks in order to support learning. • Confidence (learning mentor) • Accelerate progress through the use of targeted intervention and quality first teaching • LSA wellbeing support • LSA Learning Support • Reading Eggspress to support reading comprehension. • IXL to support Year 6 children and Y4/5 able children. • Doodlemaths to support the consolidation of maths concepts. 	<p>100% of PP pupils are not securely on track to meet age expected target in 2023 in reading</p> <p>100% of PP pupils are not securely on track to meet age expected target in 2023 in writing</p> <p>100% of PP pupils are not securely on track to meet age expected target in 2023 in maths</p>	<p>Ongoing monitoring programme by Class teachers, headteacher SENCO and governors.</p> <p>Lesson observations/learning walks/work scrutiny by maths/English Subject Leaders.</p>	<p>Class teacher</p> <p>SENDCo</p> <p>LSA</p> <p>Headteacher</p>	<p>July 2023</p>
Total budgeted cost					£12,500

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	When will you review implementation?
C Social and Emotional Needs do not have an adverse effect on pupil's progress and achievement	Class Teacher / HT track pupils progress from starting point via baseline assessment profiles LSA supports these pupils through nurture groups and play therapy including sand and Lego therapy.	40% of the PP pupils have social / emotional needs which affect their learning behaviours leading to increased anxiety and/or low self-esteem. We strongly believe that pupils social and emotional wellbeing is a priority within our school and that children are unable to reach their full potential if this is not recognised.	Pupil progress meetings will discuss behaviour and attitudes to learning and evidence that children are making good progress despite barriers. The class teacher / LSA / headteacher will monitor impact via pupil perception and attitudes to learning. Teacher feedback. Lesson observations/learning walks/work scrutiny YMCA Counsellor available for support for PPG children where appropriate.	Headteacher Learning mentor SENCo	Ongoing
Total budgeted cost					£6,000

iii. 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	When will you review implementation?
D All children are able to get to school and are able to access appropriate learning within their classroom.	To ensure that all children who live outside the village have appropriate methods to get to school. To support families when they are applying for transport through Suffolk County Council.	25% of PP children have attendance rated persistently absent. Early help will be trialled to provide transport while applications are sent to SCC. Increased attendance will support 25% of PP Children to have increased time in school which will impact on learning and social wellbeing.	Lesson observations Learning walks Work scrutiny Discussions with child Attendance scrutiny Feedback from LSA and class teacher Free places in the Breakfast Club and After School Club	Class Teacher Headteacher LSA SENCo Attendance Officer	Ongoing
Total budgeted cost					£1000
Total Expenditure: £19,500					