



Pupil Premium Strategy Statement: Hardwick Primary School

Pupil Premium Information

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the attainment gap between them and their peers. The Pupil Premium is allocated to schools for pupils in Year R to Year 11 that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the last 6 years (Ever6).

In the 20/21 financial year, schools received £1,345 for each eligible primary aged pupil and in 2019/20 financial year the schools they received £1,320 for each child registered as eligible for FSM at any point in the last 6 years.

Schools will also receive £2,345 for each looked after pupil who:

- Has been looked after for one day or more
- Was adopted from care on or after 30th December 2005, or left under care
- A special guardianship or residential order

Schools have also been allocated £80 per pupil in respect of Catch Up Funding to address gaps in learning caused by COVID-19 outbreak.

More information is available on the Department for Education website: <https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

It is for schools to decide how the pupil premium is spent, however, schools are held accountable for how they use this additional funding to support children from low income families. From September 2012 schools have been obliged to publish this information on the school website.

Please see below information regarding how this funding has been spent at Hardwick Primary School in 2019-2020 and how it will be spent in 2020-2021 and the impact of this funding.

1. Summary information

School	Hardwick Primary School				
Academic Year	2020/21	Total Pupil Premium budget	£326,835.	Date of most recent Pupil Premium review	02/19
Total number of pupils	574	Number of pupils eligible for Pupil Premium	243	Date for next internal review of this strategy	2021

Additional COVID Catch Up Funding (£80 per pupil) £19,440

2. End of Year Attainment 2019/20

Due to the COVID -19 (Coronavirus) outbreak school was closed from 23rd March 2020 and started to re-open to Year 6 in June 2020. Due to these unprecedented circumstances, there was no data collection nationally, as all national curriculum tests/checks were cancelled.

Internal Teacher Assessment tracking March 2020

	Pupils eligible for Pupil Premium March 2020	Non Pupil Premium March 2020
Year 2 reading EXS+	15%	10%
Year 2 writing EXS+	15%	14%
Year 2 maths EXS+	21%	21%
Year 2 RWM EXS+	15%	1%
Year 6 reading EXS+	27%	42%
Year 6 writing EXS+	17%	28%
Year 6 maths EXS+	21%	38%
Year 6 RWM EXS+	10%	26%

Whole School Progress - Pupils eligible for Pupil Premium March 2020

Yr	Good Progress+			Accelerated Progress		
	R	W	M	R	W	M
1	90%	95%	81%	9%	13%	13%
2	62%	83%	87%	9%	12%	16%
3	70%	58%	85%	16%	11%	20%
4	85%	87%	93%	31%	33%	60%
5	88%	80%	97%	46%	15%	36%
6	93%	85%	100%	23%	36%	100%

Whole School Progress - Non Pupil Premium March 2020

Yr	Good Progress+			Accelerated Progress		
	R	W	M	R	W	M
1	86%	77%	97%	5%	5%	25%
2	53%	57%	77%	14%	10%	18%
3	70%	65%	83%	5%	6%	26%
4	83%	83%	91%	37%	43%	54%
5	100%	94%	97%	34%	18%	31%
6	95%	92%	--	38%	34%	92%

3. Barriers to future attainment (for all pupils eligible for PP including high ability)

In-school barriers

A.	Many children have gaps in their learning, arrive in school not at normal transition points and are generally well below age related expectations when they start school. Therefore, our strategies will focus on ensuring all disadvantaged children receive consistently high quality personalised teaching and learning that ensures they make accelerated progress. Thus, leading to improved social mobility.
B.	Many children do not speak English as a first language, have gaps in their vocabulary linked to limited life experiences and are not as confident to take on new challenges or overcome barriers to learning difficulties. Therefore, our strategies will focus on improving disadvantaged EAL pupils' vocabulary, independence and confidence.
C.	Many children have limited access to wider life and extracurricular activities further limiting their vocabulary and confidence to take part in new activities and take on board new ideas. Therefore, our strategies will focus on improving disadvantaged children's access to a wide variety of life experiences and extracurricular activities.

External barriers

D.	Many parents and families are new arrivals to the country and find it difficult to know and understand how best to support their children. Therefore, our strategies will provide family support by focussing on improving parental knowledge and strategies to support their child/children as well as improving the parents' and children's attendance and engagement.
E.	A significant proportion of children enter school with social, emotional, physical and mental health needs, and require support with their mental health and wellbeing in order to be able to access and participate in learning. Therefore, our strategies will focus on improving the mental health and wellbeing of all children and in particular support for disadvantaged children and families.

2. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improve the attainment and progress of disadvantaged pupils by improving teaching and learning across the school. Strategies promote and support fluency, comprehension, independence and the development of vocabulary for all learners.	The difference between disadvantaged children and non-disadvantaged children closes over the year by a further 5% and an increasing percentage (63%) achieve age related expectations in reading, writing and maths. Improvement in fluency of reading and the progress of all learners in reading.

		<p>Pupils are confident users of language, using this to deepen their thinking.</p> <p>Pupils have improved fluency and are confident with the recall of basic number facts including times tables.</p>
B.	A whole school curriculum is delivered that meets the requirements of the National Curriculum, is broad and balanced, develops children's oracy and vocabulary and increases cultural capital through memorable learning.	<p>Children have wider experiences and memorable learning experiences.</p> <p>Children have access to engaging, educational resources to aid their learning both in class and at home.</p> <p>Children have key knowledge organisers that extend vocabulary.</p> <p>Children know more and remember more.</p>
C.	Disadvantaged children's attendance and access to extra-curricular clubs and activities improves.	<p>Attendance and access to extra-curricular clubs and activities for disadvantaged children improves by 10% compared to last year.</p> <p>Widening experiences support the development of control and content in writing, confidence in reasoning and problem solving in maths and of inference in reading.</p> <p>Gap narrows/closes both for absence % and persistent absence % so that PP children are in line with school other groups and national.</p>
D.	Improved parental knowledge of strategies to support their children, and improved engagement.	<p>95% of parents are actively engaged in their children's learning (supporting with homework, reading and distance learning including the use of Purple Mash).</p> <p>Continued high attendance with parents attending whole school and year group events (when COVID restrictions have lifted).</p> <p>100% of parents involved in Parent Teacher calls as part of Virtual Parent Meeting sessions.</p>

E.	The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.	Increased mental health and wellbeing due to personalised support programmes in nurture for pupils identified with a specific need to (ELSA, Nurture ABC, Theraplay Nurture). Pupils receiving nurture intervention make good or accelerated progress in RWM and increase in confidence. Class engagement increases and pupils are engaged in lessons, after school clubs and other extra curricular activities.
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3. Planned expenditure					
Academic year	Year 1 2020/21				
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		ii. Targeted support		iii. Wider Strategies	
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well?	Staff lead	Review
<p>A. Improve the attainment and progress of disadvantaged children by improving teaching and learning across the school.</p> <p>Strategies promote and support fluency, comprehension, independence and the development of vocabulary for all learners.</p>	<ul style="list-style-type: none"> All staff will be aware of the pupil premium children they teach to enable targeted support and intervention. PP pupils highlighted in phonics groups as well as class groups. HLTAs encouraged to make sure that no opportunity for learning is lost by listening to readers while the pupils are washing their hands during morning registration or handwashing at the end of the day. HLTAs to monitor reading and home learning and encouraged to have socially distanced” conversations with 	<p>OFSTED Research (2019) suggests that effective pedagogy consists of both teaching and the provision of instructive and stimulating learning environments.</p> <p>Findings from the recent Ofsted report (COVID-19 series: briefing on schools, October 2020 visits) show how the gap has widened for the most vulnerable pupils. It concluded that many schools are focussing on reading, mathematics and stamina for writing to help combat lost learning.</p> <p>NCETM (2019) Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can</p>	<p>Performance Management meetings Observations and drop ins Internal / external moderation. Parent feedback Staff feedback Vulnerable groups analysis Pupil progress meetings Assessment tracking</p>	<p>SLT PP lead</p>	<p>Half termly</p>

	<p>parents of PP pupils (at home time when possible) if they are not completing homework or reading at home.</p> <ul style="list-style-type: none"> • Higher level teaching assistants (HLTA) to teach across the school. 8xHLTAs £263,436 • HLTA Targeted support for individuals and groups of children within class. • Teachers, HLTAs and TAs to provide targeted intervention to specific groups of children in after school tuition sessions and breakfast tuition sessions to close the gaps that have widened due to COVID-19. Careful selections of pupils will help to further accelerate progress for these pupils. Careful monitoring of staff absences to ensure that clubs (breakfast club, breakfast and after school tuition, and after school clubs) still take place despite staff absences. • Targeted communication interventions: Talk Boost (HLTAs). • Targeted fluency interventions (reading, maths, handwriting) (HLTAs /TAs). • Teachers to use ICT to increase children's experiential learning and their development of oracy and vocabulary. 	<p>be recalled automatically 'frees up' working memory.</p> <p>EEF (2018) One to one tuition-Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>EEF,(2017) Improving Literacy in KS2 found that The development of pupil's language skills provides a foundation for thinking and communication. Fluency interventions such as oral reading and repeated reading can build fluency.</p> <p>EEF (2018) Preparing for Literacy Guidance Accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. In turn, this supports writing composition: if handwriting is slow or effortful then children are less able to think about the content of their writing.</p>			
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	<ul style="list-style-type: none"> • Allow for all children in Year 4 onwards to access curricular and extracurricular synchronous and asynchronous E-learning activities. • Teachers to provide targeted intervention to specific groups of children during assembly-when whole school assemblies resume after COVID-19 pandemic. • Continue use of Times Table Rock Stars across school to improve fluency of recall of Multiplication Tables. 				
Total budgeted cost					£263,436
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well?	Staff lead	Review

<p>B. Whole school curriculum is delivered that meets the requirements of the National Curriculum, is broad and balanced, develops children's oracy and vocabulary and increases cultural capital through memorable learning.</p>	<ul style="list-style-type: none"> • Subsidised trips and visitors (for PP pupils) to increase memorable learning experiences and build vocabulary and cultural capital. £12920 • Continue Talk for writing approach across school. Support provided for new teachers. • Continue Word Aware strategies across the school. • In-house PDM training sessions on Oracy. Oracy strategies implemented throughout school. • Herts For Learning KS2 Reading Fluency Project CPD £160 	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (Early Years Toolkit-Communication and language approaches EEF 2018)</p> <p>OFSTED (2019) Research document suggests it is, for example, becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, is more effective than so-called massed practice, where we study more intensively for a shorter period of time. It is therefore good practice to block learning and repeat practice over time, as this leads to better long-term retention of knowledge. Therefore, designing a curriculum based on these concepts should improve attainment of PP pupils.</p> <p>Ofsted (2019) state leaders should take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p>	<p>Curriculum mapping Planning scrutiny Pupil voice Improvement in attainment and progress of disadvantaged pupils.</p>	<p>SLT PP Lead</p>	<p>Half termly</p>
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Total budgeted cost					£13,080
<p>C. Disadvantaged children's attendance and access to extra-curricular clubs and activities improves when compared to last year.</p>	<ul style="list-style-type: none"> • HLTA after schools craft club (30 weeks) £5360 • After schools sports clubs £3000 • Holiday Club £750 	<p>Director of Research at the Sutton Trust (2014) states: "If we are serious about improving social mobility we must narrow the gap in educational opportunities outside of school as well as within the classroom. Offering low-income families vouchers to spend on extra-curricular activities or private tuition would be a step towards this."</p> <p>The Sutton Trust (2015) found that the role of schools as places of cultural and social as well as academic learning has become even more critical. They recommend that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. As we have found many of our children do not gain much/any cultural capital from home, it is essential we provide these experiences at school.</p>	<p>Attendance and exclusions data Parental surveys Monitoring parental attendance at events Termly data reports</p>	<p>PP lead Parental Engagement co-ordinator Nurture</p>	<p>Half termly</p>
Total budgeted cost					£9,110

<p>D. Improved parental knowledge of strategies to support their children, and improved engagement compared to last year.</p>	<ul style="list-style-type: none"> • When parent meetings resume, 100% parents expected to attend parents meetings (no shows followed up and chased). • Teachers to ensure all parents receive a phone call for a virtual Parents Evening. • PP children invited to choose a book from school book fair. Up to £7.00 per book £1701 • Continue to improve school to parent communication (Website/Text). • School Community/Family Engagement Leader targeting vulnerable families. • Send reading information and key vocabulary home to parents. 	<p>There is some evidence that providing practical advice on how parents can support learning at home can be effective. EEF 2018</p> <p>In addition, some schools have successfully improved parental involvement by focusing on the way they communicate with parents. For example, there is some evidence that tailored weekly text messages can be effective in improving attendance and attainment (York et al., 2014; Miller et al. 2016). OFSTED Research</p> <p>OFSTED Research 2019 shows work with parents is particularly helpful in primary and early years (Taylor, 2012) in raising attendance of pupils and increased attendance has an improvement in attainment.</p> <p>EEF Working with Parents to Support Children's Learning (2017), schools communication methods need to be tailored to encourage positive dialogue about learning. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p>	<p>Attendance data Parental surveys Monitoring parental attendance at events Termly data reports. When Parent Meetings resume, no shows followed up by phone call or face to face conversation. Parents not answering calls for the Virtual Parent Meeting to be chased up until all parents spoken to.</p>	<p>PP lead Parental Engagement co-ordinator SLT</p>	<p>Half termly</p>
<p>Total budgeted cost</p>					<p>£1701</p>

<p>E. The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.</p>	<ul style="list-style-type: none"> • Daily breakfast club-pupils, staffing and equipment for each bubble £22,508 • School uniform with book bag £3000 • Secondary School Stationery Pack for Year 6 PP pupils ready for starting secondary school. Each PP pupil to receive book (You are awesome by Mat Syed) to aid mental health and well being and improve confidence. (£2000) • Nurture £12000 • Groups for PP pupils requiring support <ul style="list-style-type: none"> ○ Emotional Literacy Support Assistant Training (ELSA) to offer emotional support for vulnerable children (1:1) ○ Theraplay Nurture ○ Nurture ABC 	<p>EEF Improving Behaviour in Schools research on breakfast clubs suggests that it can improve behaviour and outcomes for those that attend. Institute for Fiscal Studies and National Children's Bureau (2016) 'Magic Breakfast: evaluation report and executive summary.</p> <p>DFE (2018) 'Mental Health and Behaviour in Schools' suggest that effective Early Help and multi-agency working is a protective factor in mental health in schools. Therefore offering quicker access to support is increasing the protective factors of our vulnerable children and families.</p>	<p>Attendance data Parental surveys Pupil surveys Monitoring of children's social, emotional and mental health. Termly reports</p>	<p>Nurture PP Lead Head SLT</p>	<p>Half termly</p>
Total budgeted cost					£39,508
					Total cost for all plan
					£326,835

4. Review of expenditure

Previous Academic Year 2019/20 **Budget £311,520**

Desired outcome	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Lessons learned (and whether you will continue with this approach)</p>
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A
Improve the attainment and progress of disadvantaged children by improving teaching and learning across the school.

Strategies promote and support fluency, comprehension, independence and the development of vocabulary for all learners.

The rate of progress was impacted due to school closure 3 weeks prior to the end of spring term.

March 2020 (at the start of lockdown)

In Reception, PP pupils outperformed Non PP pupils with the EYFS ELG and Years 1, 2 and 5, PP pupils surpassed non pupil premium pupils in Reading, Writing and Maths.

In Years 3, Non PP pupils outperformed PP pupils in Reading, Writing and Maths with the biggest gap being Reading.

In Year 4, Non PP pupils outperformed PP pupils in Reading, Writing and Maths with the biggest gap being in Writing. Although the attainment gap has increased, Year 4 data showed that a high percentage (ranging from 81-91%) of pupils made good/accelerated progress in Reading, Writing and Maths.

In Year 6, the percentage at ARE for R and W has increased for PP but so has Non PP achievements so the gap has continued to widen. Gap has widened in school for Reading and Maths.

In Year 6, the percentage of pupils who were on track to achieve expected for Reading and Writing increased for PP pupils but Non PP achievements increased also allowing the gap to widen. The gap widened in school for Reading and Maths but decreased by 3% in Writing.

Phonics will continue to be a focus along with an emphasis on the strategies used for teaching Reading. Reading will be a whole school focus particularly paying attention to PP pupils who have fallen behind due to lockdown.

The following strategies promoted and supported reading and the development of vocabulary:

- Phonics Interventions
- HLTAs regularly checked with teachers that focus children were completing their homework and reading at home.
- Talk Boost sessions and interventions at set times throughout the week were completed.
- Observations of PP pupils using 2Simple App
- Phonics included in after school club and also extra phonics interventions.
- Extra reading slots (HLTA) during assembly times (3 times a week) for the pp children that did not receive support at home.
- 30 minute homework support session on a Friday afternoon for PP children who did not complete homework.
- Targeted intervention groups supported the lowest 20% in reading who were all PP during assembly times 3 times per week. Group session on a Friday and then each child read to the HLTA during the other 2 slots. These interventions helped to improve reading fluency. When interviewed, pupils stated that they were more confident about reading. These interventions will continue in 2020-21 to help promote and support fluency, comprehension and vocabulary.

The use of the online game TTRock Stars has been a good motivator to improve children's recall of times tables facts, and we were disappointed that the National Multiplication Tables Check was cancelled due to COVID-19. Pupils will continue to use TTRock Stars in order to improve the recall of times tables and basic number facts.

Desired outcome	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Lessons learned (and whether you will continue with this approach)
<p>B Whole school curriculum is delivered that meets the requirements of the National Curriculum, is broad and balanced, develops children's oracy and vocabulary and increases cultural capital through memorable learning.</p>	<p>Pupils have had a wide range of memorable learning experiences through the trips they have enjoyed as part of their lessons and through visitors. These trips have all linked closely to lessons and supported learning effectively. From Sept 2019 – March 2020 external visits have been arranged to a variety of places and activities including local landmarks, museums, cinema, theatres, places of worship. These experiences enrich the lives of all children, especially PP children. For example, Y4 visited the Sea Life Centre Birmingham to learn about animals and their habitat. This had good impact on their science outcomes. Two residential trips along with other visits were cancelled/postponed due to COVID -19.</p> <p>Key knowledge organisers used by pupils to extend vocabulary. (Homework and in class)</p> <p>Analysis of whole school curriculum and discussions within year groups supported subject coordinators in redesigning subjects to allow for breadth, balance and a focus on specific vocabulary to be used in each topic.</p> <p>Oracy Training was successful- teachers began to implement strategies taught just before lockdown. Improvements in children's interaction and communication with each other within the class was noted as a result of the oracy work. Teachers also noted that their children became more confident answering questions in the class and using new vocabulary with increased confidence. Oracy projects will continue to be incorporated into lessons.</p>
<p>C Disadvantaged children's attendance and access to extra-curricular clubs and activities improves when compared to last year.</p>	<p>Compared to last year, the attendance of HLTA clubs has improved significantly. The attendance of the HLTA clubs has been very good in Year 1, 4, 5 and 6. The attendance has been good in Year 2 and 3 with only some pupils not attending regularly.</p> <p>Pupil Premium Lead to closely monitor attendance of all HLTA clubs.</p> <p>The impact of the clubs on the PP children has been seen in their increased engagement with theme in class. Clubs have supported their vocabulary development and improved self esteem. Teachers and HLTAs have reported that the children feel a proud sense of achievement when they have completed projects in their club. Working on projects that are linked to theme, has given the children a head start and an opportunity to access learning before their peers and this has given them the confidence to contribute to class discussions. Teachers have noticed a significant increase in these children now making contributions to discussions in lessons. Practical skills such as painting, planning, designing, cutting and sticking have also improved.</p> <p>Attainment of pupils attending HLTA after school clubs</p> <ul style="list-style-type: none"> • 28/43 65% made good / accelerated progress in RWM • 36/43 83% made good/accelerated progress in Reading • 31/43 72% made good/accelerated progress in Writing • 40/43 93% made good/accelerated progress in Maths

<p>D Improved parental knowledge of strategies to support their children, and improved engagement compared to last year.</p>	<p>PP children invited to choose a book from school book fair with a value up to £7.00 per book. A half price sale allowed the pupils to receive up to £14 worth of books. Pupil voice survey carried out revealed that the pupils were very excited about the free books as many of the pupils did not have many books of their own at home.</p> <p>Attendance of Parents' Meetings remained high. Parental involvement in school events increased in Reception, Years 1,4 and 5 and remained the same in all other year groups. Parents attended music concerts, workshops in class, special assemblies, guided reading sessions, reading mornings and phonic observations. Due to COVID -19 restrictions, future Parent Events will need to be put on hold until further guidance. Parents will be given support through letters and information packs sent home and support given over the phone.</p> <p>Parents received a phone call each week during lockdown (from March-July) from their class teacher to find out how their child was getting on. Teachers were able to support pupils with their learning and help provide parents with the knowledge and strategies needed to help their child with their home learning. Home learning packs were delivered to homes of all pupils without access to online home learning. We will continue to support parents and give guidance on how to support their child with learning and activities at home. This will be via the telephone (Parent Meetings) if bubbles close or if pupils have to self isolate.</p>
<p>Desired outcome</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> <p>Lessons learned (and whether you will continue with this approach)</p>
<p>E Improved mental health and wellbeing, class engagement and reduced behaviour incidents for Pupil Premium children so that fewer children are on behaviour plans.</p>	<p>PP children (13) who have received support via Nurture, Nurture ABC (Lego), Theraplay or Wishes and Feelings work have all made good/accelerated progress in Reading, Writing and Maths. These personalised support programmes have helped to improve mental health and wellbeing of pupils and class engagement. Therefore, it is necessary that these programmes continue to take place in order to support pupils who have been further adversely affected by COVID-19.</p> <p>Staff have noticed a considerable change in pupils after attending Nurture sessions. For example, increased engagement in lessons and increased self esteem and confidence. There has been a reduction in behaviour incidents and pupils being placed on behaviour plans. Nurture provision will continue to provide for the pupils who are in need of support.</p> <p>Significant decrease of Pupil Premium Pupils on behaviour plans with only one pupil on a behaviour plan compared to six pupils last year.</p>