# School Logo.jpgPupil Premium / Recovery Strategy Statement – 3-Year Plan

**Hardwick Primary School – September 2024-July 2027**

This statement details our school’s use of pupil premium for the 2024 to 2025 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.

## School overview

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| Detail | Data (updated 21/7/23) |
| School name | Hardwick Primary School |
| Number of pupils in school | 592 |
| Proportion (%) of pupil premium eligible pupils | 62.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/25-2025/2026-2026-27 |
| Date this statement was published | 12/09/2024 |
| Date on which it will be reviewed | Review 1: 25/07/2025  Review 2: 24/07/2026  Review 3: 23/07/2027 |
| Statement authorised by | Rani Sandhu |
| Pupil premium lead | Aisha Awaan |
| Governor / Trustee lead | Clive Sayers |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Pupil premium funding allocation 2024-2025 | £437,340 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Hardwick Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, are equipped and enabled to become caring, critical and creative individuals who can contribute positively to their community and to society as a whole. We intend that all pupils are supported to make good progress and achieve their potential across all subject areas.  Our intentions are underpinned by our school values – CARE:  ***Caring where everyone cares about each other and our school;***  ***Achieving where everyone always does better than their previous best;***  ***Respectful where everyone remembers their manners and respects one another;***  ***Exciting where everyone enjoys learning and experiencing new challenges.***  The focus of our pupil premium strategy is to achieve these goals, with recognition of, and planned action to address, key challenges faced by our vulnerable pupils.  The provision of high-quality teaching is central to our Pupil Premium Strategy, as this is proven to have the greatest impact on closing the disadvantage attainment gap whilst benefiting all pupils. This is particularly important given the widening of some attainment gaps, which had previously been closing or closed, following the COVID-19 pandemic. Through the recruitment of HLTAs as part of our strategy, we aim to support and enhance classroom provision, as well as providing targeted interventions, to enable our disadvantaged pupils to attain and achieve on a par with their non-disadvantaged peers.  Our school data, assessments and consultations demonstrate to us that our disadvantaged pupils experience barriers to achieving the above learning progress, particularly in the form of attendance and punctuality, vocabulary and oracy, wider life experiences and social, emotional and mental wellbeing. Our Pupil Premium Strategy therefore plans to address these aspects, to enable the subsequent progress and attainment of our disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Many of our 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. This has been exacerbated by the COVID-pandemic, with disadvantaged pupils often being disproportionately affected. Our data shows that, whilst some attainment gaps have continued to close, others have widened when compared to pre-pandemic end-of-year data. Therefore, our Pupil Premium Strategy will focus on ensuring all disadvantaged children receive consistently high-quality personalised teaching and learning that ensures they make accelerated progress. |
| 2 | Our assessments and observations show that for many of our children, limited vocabulary, poor phonics and/or poor oracy skills are a barrier to their progress and attainment. This is the case both for our pupils for whom English is a first language and for our EAL and NtE pupils. Therefore, our Pupil Premium Strategy will focus on improving disadvantaged pupils’ vocabulary, reading and oracy skills to support their whole curriculum learning and development. |
| 3 | Our discussions and observations show that many children have limited access to wider life and extracurricular activities. This further limits their vocabulary, wider knowledge of the world and ability to attach their learning to prior experiences. Therefore, our Pupil Premium Strategy will focus on improving disadvantaged children's access to a wide variety of life experiences and extracurricular activities. |
| 4 | Attendance and punctuality is a barrier for some of our most disadvantaged children. The attendance of pupil premium children at the end of 2023/24 was lower in all year groups than their non-PP peers and below national averages A higher percentage of PP children are also persistent absentees when compared to their non-PP peers, which impacts on their progress, attainment and wider wellbeing. In addition to lower attendance rates, the families of some of our most disadvantaged children struggle to provide uniform, equipment and to ensure that their children arrive at school ready to learn. Therefore, our strategies will provide mechanisms and support for children and families to ensure that children can arrive on time, with good attendance, ready to learn and feeling a part of their school community. |
| 5 | Many of our 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. This, similarly to Challenge 1, has also been heightened as a result of the COVID pandemic, as is demonstrated in pupil and parent surveys. Therefore, our Pupil Premium Strategy will focus on improving the mental health and wellbeing of all children and will, in particular, support disadvantaged children and families. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment and progress of disadvantaged pupils by securing high quality teaching and learning across the school. | All disadvantaged pupils make good or accelerated progress in Communication, Language, Literacy and Mathematics and have achieved their school targets by July 2025.   * Make good or accelerated progress in Reading, Writing, GPS and Maths and have achieved their school FFT targets by July 2025. * All negative attainment gaps between Pupil Premium and non-Pupil Premium children are closing year-on-year. |
| Improved language and communication skills among disadvantaged pupils. | * Make good or accelerated progress and have passed their Phonics Screening Test within two years of starting full time education by July 2025. * Make good or accelerated progress in Reading, Writing, GPS and Maths and have achieved their school FFT targets by July 2025. * Improve their fluency in Reading, Writing and Mathematics to reduce cognitive load and improve their comprehension, communication and reasoning skills. * Use their Oracy skills to communicate and develop their learning so that they can achieve age related expectations across the curriculum. |
| Disadvantaged pupils access a range of extra-curricular opportunities which enrich their access to the curriculum and build cultural capital. | All disadvantaged children take part in at least 2 extracurricular activities and 2 visits per year. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | All disadvantaged pupils are showing good or improving attendance, closing the gap to national attendance averages and being in line or above national attendance averages.  This is sustained through to July 2027 with PP attendance being in line with or above both non-PP attendance and national averages. |
| To achieve and sustain improved wellbeing and resilience for all pupils in our school, particularly our disadvantaged pupils. | 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 extracurricular activities. |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2024-25)** to address the challenges listed above. We have also outlined key anticipated costs of ongoing provisions as part of our 3-year plan.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £355 389

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of 8 HLTAs to support quality of teaching and learning across year groups, to deliver and enable teacher delivery of targeted support and intervention in all lessons, including targeted EAL support and extra-curricular provision (including resources for extra-curricular sessions).  (£353,583) | OFSTED Research (2019) suggests that effective pedagogy consists of both teaching and the provision of instructive and stimulating learning environments.  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.  There is strong evidence of very high impact for oral language interventions, including targeted reading, extending pupils’ vocabulary, structured questioning and dialogic activities. [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)  There is also strong evidence of very high impact of feedback which redirects or refocuses the learner’s actions to achieve a goal, including that possible through additional HLTA support.  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 2, 3, 4 |
| Purchase of Widgit Online software for production of visual resources, plus EAL add-on for translated resources.  (£726)  Purchase of Learning Village for extra provision for NtE learners.  £1080 | Bell Foundation (2021) Effective Teaching of EAL – ‘EAL learners will benefit from being provided with additional contextual support to help them make sense of the information conveyed to them in English. The use of images and graphic organisers (e.g. diagrams, grids, charts, timelines) are very useful for this purpose.’  ‘Visuals provide context so that EAL learners can make sense of what is being taught in the curriculum. Visuals can be used with EAL learners at all stages of English language proficiency, at any age and across the curriculum.’  Learning Village | 1, 2 |

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

Budgeted cost: £12,800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of Intervention for reading  (Reading Plus and TA)  Reading Plus - £10 500 | Small group tuition has impact on supporting learners to ensure effective progress, teach challenging topics or skills, or to support those who are falling behind.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1, 2 |
| Purchase of diagnostic assessment materials for identification of learning gaps and barriers.  (£2,300) | Small group tuition has impact on supporting learners to ensure effective progress, teach challenging topics or skills, or to support those who are falling behind. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1, 2 |

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

Budgeted cost: £69,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of a free daily breakfast club to support attendance and punctuality and pupil wellbeing and readiness to learn.  (£11,000) | 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. | 3, 4, 5 |
| Provision of targeted year group Nurture groups, including required resources for sessions.  (£6000) | 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.  There is some evidence of positive impact of social and emotional learning on pupil outcomes. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills than their more affluent peers, which is likely to influence their mental health and academic attainment. SEL interventions that are shown to improve SEL skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotionally regulate, both of which may subsequently increase academic attainment.  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  Need some soft data on behaviour – referred for behaviour in class for PP  The intervention has improved the behaviour on this….  Case studies  Mark to write a report a grid with time and initial time and what he did  Mark needs to feedback to me every half-term and write a report termly | 5 |
| Provision of before school and lunchtime social and emotional intervention groups – staffing + resources  (£13,000) | 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.  There is some evidence of positive impact of social and emotional learning on pupil outcomes. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills than their more affluent peers, which is likely to influence their mental health and academic attainment. SEL interventions that are shown to improve SEL skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotionally regulate, both of which may subsequently increase academic attainment.  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 5 |
| Provision of free uniform and bookbag for PP children.  (£5,000) | 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.  The EEF’s guide to Behaviour (2021) recognises the value of understanding pupil context and the factors that may influence pupils’ behaviour and engagement in learning.  [Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf) | 4 |
| Provision of free trips and extra-curricular visits for pupil premium children.  (£23,000) | 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. | 2, 3 |
| Resources for after-school enrichment and tuition clubs.  (food inc)  (£8000) | 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.  There is evidence of positive impact of arts participation on both academic outcomes and wider benefits such as more positive attitudes to learning and increased well-being.  [Arts participation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 1, 2, 3, 5 |
| Staffing for free holiday clubs for pupil premium children.  (£3,000) | There is evidence of positive impact of summer schools, including when involving non-academic activities such as sports, arts or cultural enrichment which are valuable in their own right.  [Summer schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools) | 3, 5 |

**Total budgeted cost: £437, 189**

# 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 2020/21 and 2021/22 academic years.

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| **Summary of actions taken 2023-24:**  **We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.**  **All disadvantaged pupils receive appropriate high-quality, engaging provision that helps them catch up any lost learning and enables accelerated progress so that they have achieved their school FFT targets by July 2024. Negative attainment gaps between Pupil Premium and non-Pupil Premium children are closing by July 2024.**  **2023/24 Review:**  Summer 2024 Teacher Assessment Analysis:   * Non-PP outperform PP (in %ARE) in all year groups in KS1 and KS2 in RWM, with the exception of Y2 Reading * From Baseline 2023 to Summer 2024, the %ARE+ gap between PP and Non-PP children (see table below):   -decreased in Reading: Y1, Y2, Y5, Y6; Writing: Y1, Y2, Y4, Y6; Maths: Y1, Y2, Y6  -increased in Reading: Y3, Y4, Writing: Y3, Y5; Maths: Y3, Y4, Y5   * From Baseline 2023 to Summer 2024, PP children are closer to their individual FFT targets in 15 out of 18 year group/subject combinations, as broken down below. * **PP children have made more progress towards FFT targets than NPP groups in the following:**  |  |  |  |  | | --- | --- | --- | --- | |  | **Reading** | **Writing** | **Maths** | | **Year 1** | NPP | NPP | NPP | | **Year 2** | NPP | NPP | NPP | | **Year 3** | PP | PP | NPP | | **Year 4** | PP | PP | PP | | **Year 5** | PP | PP | PP | | **Year 6** | PP | PP | PP |   **Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. All children have passed their Phonics Screening Test within two years of starting full-time education by July 2024.**  **2023/24 Review:**  Hardwick Primary gained the Voice 21 accreditation for Oracy Centre of Excellence in May 2024.  Further staff training has been delivered for Oracy this year alongside support from Oracy Champions in school. Talk outcome progression grids have been amended considering the development of children’s oracy skills. An Oracy Open Day was held in Summer where schools visited Hardwick to see good practice. Children are now more actively engaged in assemblies, with children beginning to lead in some assemblies.  Depending on their needs and starting phonics score, children in KS2 who have not yet passed their phonics screening test, including New to English pupils, have received either ’Rapid Catch-Up’ programmes of Little Wandle phonics or precision teaching interventions. Of 52 children receiving either of these programmes/interventions this year in KS2, including international new arrivals and pupils with SEND, 60% have now passed their phonics screening within the year (79% excluding 13 pupils with SEND).  68% of PP children passed the Y1 phonics screening this year, as compared to 73% of all children (an increase of 13% from last year for PP and 10% for All).  90% of PP children in Y2 have now passed the phonics screening, as compared to 90% of all Y2s (an increase of 11% from last year for both PP and 5% for All).  **All disadvantaged children take part in at least 2 extracurricular activities and 3 visits per year by July 2024.**  **2023/24 Review:**  All year groups (with all children included as present at the time) from FS2 to Y6 have completed at least 3 visits over the course of the academic year. A significantly expanded offer of enrichment clubs has continued this year, with teachers and TAs delivering blocks of after-school tuition and enrichment clubs. Including tuition groups, 71% of children eligible for PP attended at least one extra-curricular activity, with 43% attending at least two and 17% attended 3 or more.  **All disadvantaged pupils are showing good or improving attendance, so that their average attendance is above 95% and the school’s attendance is at least in line with national by July 2024.**  **2023/24 Review:**  Both whole-school and PP attendance figures have improved in 2023-24 than in 2022-23. Attendance has been the first priority in the whole school development plan for 2023-24. The school has been involved in a city-wide Priority Education Investment Area (PEIA) project focusing on raising school attendance. This will continue to be a priority for the next academic year 2024-25.  **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 extracurricular activities.**  **2023/24 Review:**  An extended mental health and wellbeing offer has been continued this year. 113 different children have accessed at least one of Nurture Group, after-school enrichment, ELSA or Nurture ABC, with many accessing multiple provisions based on their individual needs. Of these children, 76% have been pupil premium children. Class teachers report an increase in the engagement and confidence of these pupils within the classroom. |

## Externally provided programmes

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| Programme | Provider |
| N/A for 2022/23 | |