

School's name	Hartshorne CE Primary School & Governor Run Nursery
Date: 4 February 2021	Pupil Premium Strategy 2020-21
	Review of Pupil Premium Strategy 2019/20 <a href="https://primarysite-prod-sorted.s3.amazonaws.com/hartshorne/UploadedDocument/fc8795416a3f44ed8c9e80004883a6d5/pupil-premium-strategy-2019-2020-incl-review.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/hartshorne/UploadedDocument/fc8795416a3f44ed8c9e80004883a6d5/pupil-premium-strategy-2019-2020-incl-review.pdf</a>

## Summary

Eligibility				
School's pupil premium grant allocation (total amount)			Number	Percentage
Total number of pupils on roll	97 since January 2021 census	Pupils eligible for the pupil premium	19	19%
		Pupils eligible with SEND	15	15%
		Pupils eligible who are LAC and/or PLAC	1	1%

## Barriers

Academic	
1.	Low aspirations in the community impact on quality of children's experiences and they lack the specific knowledge and cultural capital needed to succeed in life that is a barrier to these children engaging in the curriculum. Children have limited life skills and in particular a lack of knowledge and skills with regards to healthy eating. Lunch boxes contain high proportions of processed foods and children are unable to make healthy choices.
2.	Limited vocabulary on entry to the Early Years. Data for Sept for Reception for C&L -S : 6.67% 22-36 S 6.67% 30-50 S 40% 30-50 H 46.67% 40-60 L Nursery 13.33% 22-36 L 26.67% 22-36 S 26.67 % 22-36 H 33.33% 30-50 L 3 children in reception eligible for PP, 0 children in nursery eligible for EYFSP
3.	1. Phonics teaching in KS1 does not allow children to apply their reading knowledge in their writing, making poor phonics choices in KS2. Writing assessments in LKS2 are lower than expected because of the spelling component. 55% ARE+ Dec 20 Y3 – 53%, Y4 – 56%

## Behaviour and attitudes


## Personal development (including social and emotional health and wellbeing)

4.	Eat healthily, maintain an active lifestyle and keep physically and mentally healthy. An age-appropriate understanding of healthy relationships lack of knowledge and skills with regards to healthy eating. Lunch boxes contain high proportions of processed foods and children are unable to make healthy choices.
5.	Confidence and resilience are low, especially due to lockdown and children knowing they have many learning gaps. Curriculum leader did a questionnaire with children and they found learning hard and see core subjects as too difficult to master with large learning gaps.

Date(s) of review(s) of PPS impact:	Spring 1 April 2021 Summer 22 July 2021 Autumn December 2021
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Pupil premium plan						
	Barrier	Desired outcome. How it will be measured.	Actions/costs	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Success criteria
Academic	<p>Reasons for the approaches taken: Record the evidence used to inform the choice of approach, for example, academic research, evidence of impact summaries produced by the EEF or lessons learned from previous year's PPS (school's own or others). Ensure that every barrier identified.</p>					
	<p>2. Low aspirations in the community impact on quality of children's experiences and they lack the specific knowledge and cultural capital needed to succeed in life that is a barrier to these children engaging in the curriculum. Children have limited life skills and in particular a lack of knowledge and skills with regards to healthy eating. Lunch boxes contain high proportions of processed foods and children are unable to make healthy choices.</p>	<p>Children need to make healthy choices and this will be achieved by supporting their life skills. Cooking and baking in school will support many areas of the national curriculum as well as develop life skills. Children will then be able to make healthy choices as there will be many opportunities in school.</p>	<p>Revamp the redundant kitchen paid for by DCC as part of the IMP.</p> <p>Source electric oven £800 Source induction hob £1000 Source cooking utensils/pots and pans £400 Source protective equipment £200 Fund perishables £500 Food hygiene certificate £100</p> <p>Timetabled cooking/baking lessons each week</p> <p>Parent cooking/baking sessions termly £300</p>	<p>Summer holidays for kitchen to be ready (August 2021) DCC responsible</p> <p>September 2021 for oven and hob to be in place JC and SLH responsible</p> <p>September 2021 timetables lessons in place SLH responsible</p> <p>Teachers responsible for teaching sessions including parent sessions</p>	<p>Children's survey about healthy eating (pre and post) SMi responsible</p> <p>Reports to governors by SMi on curriculum and other academic benefits based on children's initial cooking/baking knowledge and afterwards.</p> <p>Report to parents with photographic evidence</p> <p>Evidence gathered from surveys and PUMAs</p>	<p>Children will make informed healthy choices and be able to make their healthy choice</p> <p>Increased self-help skills.</p> <p>Increased understanding of measure and calculations in mathematics</p>
	<p>3. Limited vocabulary on entry to the Early Years. Data for Sept for Reception for C&amp;L -S : 6.67% 22-36 S 6.67% 30-50 S 40% 30-50 H 46.67% 40-60 L</p> <p>Nursery 13.33% 22-36 L 26.67% 22-36 S 26.67 % 22-36 H 33.33% 30-50 L 3 children in reception eligible for PP, 0 children in nursery eligible for EYFSP</p>	<p>Disadvantaged pupils will have a rich and varied vocabulary at age related expectations (End of EYFS)</p>	<p>Implementation of NELI <a href="https://www.elklan.co.uk/neli/about-neli">https://www.elklan.co.uk/neli/about-neli</a> This will commence after 8 March 2021 or as soon as all children are back in school after lockdown. £375</p>	<p>January 2021 train staff member (AMil) to use interventions with targeted children</p>	<p>Summer term 2021, EYFS lead to monitor interventions of NELI and feedback to staff in EYFS with action notes.</p> <p>EYFS to monitor and report to Headteacher and governors</p>	<p>Assessments and observations will show that disadvantaged children use a varied vocabulary at ARE in the summer term prior to transitioning to Y1</p> <p>Children use language to communicate their needs and express their feelings</p>
	<p>4. Phonics teaching in KS1 does not allow children to apply their reading knowledge in their writing, making poor phonics choices in KS2. Writing assessments in LKS2 are lower than expected because of the spelling component. 55% ARE+ Dec 20 Y3 – 53% Y4 – 56%</p>	<p>Disadvantaged children will make the correct phonics choice in their writing</p> <p>Children will link their phonics to T4W</p> <p>Measured through improvement in writing assessments in LKS2</p>	<p>Implementation of Sounds-Write through the daily teaching of phonics and English lessons £5160 (£430 per person) <a href="https://www.sounds-write.co.uk/">https://www.sounds-write.co.uk/</a></p>	<p>All staff train September 2021</p> <p>English lead to coordinate the new scheme from September 2021. Fortnightly monitoring of lessons and half termly book monitoring</p>	<p>Fortnightly monitoring of phonics in autumn 2021 by English lead.</p> <p>Half termly staff meetings for writing moderation led by English lead</p>	<p>Assessment will show that writing in LKS2 has better application of phonics</p>

Pupil premium plan

**Behaviour and attitudes**

Reasons for the approaches taken:

Record the evidence used to inform the choice of approach, for example, academic research, evidence of impact summaries produced by the EEF or lessons learned from previous year's PPS (school's own or others).

Ensure that every barrier identified.

	Barrier	Desired outcome. How it will be measured.	Actions/costs	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Success criteria
Behaviour and attitudes	Details of each of the barriers, including how many children each barrier impacts on.	A description of what the school wants eligible pupils, and other pupils, to be able to do as a result of the following actions.	The actions taken to ensure this happens.	Responsible for implementing the approach. When they will be required to report on impact.	Leader with oversight of the PPS or this element of it. evidence is required and evaluated.	The number/percentage that need to achieve success for this to be judged successful.

Pupil premium plan

Personal development

Reasons for the approaches taken:

Record the evidence used to inform the choice of approach, for example, academic research, evidence of impact summaries produced by the EEF or lessons learned from previous year's PPS (school's own or others).

Ensure that every barrier identified.

	Barrier	Desired outcome. How it will be measured.	Actions/costs	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Success criteria
Personal development	<p>5. Eat healthily, maintain an active lifestyle and keep physically and mentally healthy. An age-appropriate understanding of healthy relationships lack of knowledge and skills with regards to healthy eating. Lunch boxes contain high proportions of processed foods and children are unable to make healthy choices.</p>	<p>Children need to make healthy choices and this will be achieved by supporting their life skills. Cooking and baking in school will support many areas of the national curriculum as well as develop life skills. Children will then be able to make healthy choices as there will be many opportunities in school.</p>	<p>Revamp the redundant kitchen paid for by DCC as part of the IMP.</p> <p>Source electric oven £800                      Source induction hob £1000                      Source cooking utensils/pots and pans £400                      Source protective equipment £200                      Fund perishables £500                      Food hygiene certificate £100</p> <p>Timetabled cooking/baking lessons each week</p> <p>Parent cooking/baking sessions termly £300</p>	<p>Summer holidays for kitchen to be ready (August 2021) DCC responsible</p> <p>September 2021 for oven and hob to be in place JC and SLH responsible</p> <p>September 2021 timetables lessons in place SLH responsible</p> <p>Teachers responsible for teaching sessions including parent sessions</p>	<p>Children's survey about healthy eating (pre and post) SMi responsible</p> <p>Reports to governors by SMi on curriculum and other academic benefits based on children's initial cooking/baking knowledge and afterwards.</p> <p>Report to parents with photographic evidence</p> <p>Evidence gathered from surveys and PUMAs</p>	<p>Children will make informed healthy choices and be able to make their healthy choice</p> <p>Increased self-help skills.</p> <p>Increased understanding of measure and calculations in mathematics</p>
	<p>6. Confidence and resilience are low, especially due to lockdown and children knowing they have many learning gaps. Curriculum leader did a questionnaire with children and they found learning hard and saw core subjects as too difficult to master with large learning gaps.</p>	<p>Children have an increased feeling of worth and self-values</p> <p>Children grow in confidence and are resilient to barriers</p>	<p>Increased forest school lessons <a href="https://www.forestschoolltraining.co.uk/forest-school/the-benefits/">https://www.forestschoolltraining.co.uk/forest-school/the-benefits/</a> £800 per person £2400 for 4 identified staff</p> <p>CPD training for staff from the forest school leader</p> <p>Parental workshops when lockdown is lifted</p> <p>More pastoral support using Positive play £900</p>	<p>One full year implementation as training takes this long</p>	<p>Forest school's leader to monitor outdoor learning half termly</p> <p>Report to headteacher Report to governors</p>	<p>Improved attitudes in pupil surveys</p> <p>Improved wellbeing and involvement from Ferre Laevers involvement scale</p> <p>Improved levels of resilience</p>

Review of the impact of the strategy				
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why. What the implications are for the next PPS.
1.	Ac.	Low aspirations in the community impact on quality of children's experiences and they lack the specific knowledge and cultural capital needed to succeed in life that is a barrier to these children engaging in the curriculum. Children have limited life skills and in particular a lack of knowledge and skills with regards to healthy eating. Lunch boxes contain high proportions of processed foods and children are unable to make healthy choices.	Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.	Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.
2.		7. Limited vocabulary on entry to the Early Years. Data for Sept for Reception for C&L -S : 6.67% 22-36 S 6.67% 30-50 S 40% 30-50 H 46.67% 40-60 L  Nursery 13.33% 22-36 L 26.67% 22-36 S 26.67 % 22-36 H 33.33% 30-50 L 3 children in reception eligible for PP, 0 children in nursery eligible for EYFSP		
3.		Phonics teaching in KS1 does not allow children to apply their reading knowledge in their writing, making poor phonics choices in KS2. Writing assessments in LKS2 are lower than expected because of the spelling component. 55% ARE+ Dec 20 Y3 – 53% Y4 – 56%		
4.	B&A			
5.				
6.				
7.	PD	Eat healthily, maintain an active lifestyle and keep physically and mentally healthy. An age-appropriate understanding of healthy relationships lack of knowledge and skills with regards to healthy eating. Lunch boxes contain high proportions of processed foods and children are unable to make healthy choices.		
8.		Confidence and resilience are low, especially due to lockdown and children knowing they have many learning gaps. Curriculum leader did a questionnaire with children and they found learning hard and saw core subjects as too difficult to master with large learning gaps.		
9.				