

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Hartshorne CE Primary School & Governor Run Nursery
Number of pupils in school	107 FT + 10 in nursery
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	1 September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Layhe-Humphreys
Pupil premium lead	Sarah Layhe-Humphreys
Governor / Trustee lead	Jo Hart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,125
Recovery premium funding allocation this academic year	£ 4,298
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,423

Part A: Pupil premium strategy plan

Statement of intent

At Hartshorne CE Primary School & Governor Run Nursery we strive to ensure all our children leave school being ready for secondary school. By this we expect all children should be able to read and use the four operations in maths confidently. For disadvantaged children who struggle with academics we provide them with essential life skills to become independent, resilient and thoughtful members of the community. We adapt the national curriculum to meet the needs of our disadvantaged pupils to allow them to succeed and access the same objectives as their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary and early language acquisition
2	Phonics in KS1
3	Reading and early reading
4	Behaviour

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
Increased vocabulary used in the infants with a major focus on KS1.	Written vocabulary identified in children's books including cross curricular Increased use of description in written work Increased use of verbal description Increased understanding of simple tasks set Use of appropriate vocabulary for self-help requests
Increase in % of children in Y1 meeting the PSC	Daily phonics sessions using Sounds-Write Phonic interventions for those who need it

<p>Application of phonic knowledge applied in writing (correct spelling)</p>	<p>Children will apply phonologic knowledge in their books and choose the correct spelling Practise PSC improve each half term Phonics pre-teaching for those at risk of falling behind</p>
<p>Increased time spent on guided reading Increased time spent on independent reading Increased pass rate in reading SATs in 2023 compared to KS1 (0%)</p>	<p>Increased pass rate and improved progress for reading at end of KS2 compared to KS1 in line with 2022 national average. KS1 guided reading daily Staff meetings in autumn term dedicated to early reading including phonics. Children will read at length using strategies taught Children will access more comprehension tasks independently</p>
<p>Improved behaviour. Exemplary learning behaviour in schools</p>	<p>Children are role models to each other. Behaviour policy shared with children and parents. HT & AHT attend behaviour hub training. Children selected to become behaviour ambassadors (Behaviour Buddy)</p>

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: £ 8,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vocabulary and early language acquisition £600 for TA time NELI £350 For TA time TB</p>	<p>CPD NELI, Talk Boost NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 ADDITIONAL months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale. The cost of NELI is £58 per child (where the programme is used over 3 years with 5 children per year). EEF state: Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<p>1</p>

	<p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups.</p>	
<p>Phonics and the application of phonics when spelling £1350 cost of training for new or returning staff</p>	<p>Sounds~Write is an approved DfE provider</p> <ul style="list-style-type: none"> • The programme offers the classroom and special needs teacher an instructional method that works because, as the Rose Review recommended, it is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell. • Sounds-Write provides the classroom practitioner with rigorous training in how to teach reading and spelling from the moment children begin their schooling in the Foundation Stage, throughout Key Stage 1 and into Key Stage 2. In addition, the programme also provides a highly successful intervention for special needs teachers working at primary, secondary and tertiary levels of education. • Sounds-Write's instructional method works effectively because it: <ul style="list-style-type: none"> can be easily implemented in the classroom with the minimum of expense, planning and preparation provides clearly structured, easy-to-follow lesson plans is developmentally appropriate for beginning readers in YR, Y1 and Y2 offers fast and highly effective intervention for children at all levels who have fallen behind in their reading and spelling is a real phonic programme that teaches in simple steps how the sounds of the language are represented by the writing system places emphasis on giving practice that is grounded in physical, concrete experience of the ideas and conceptual understanding the pupils need to assimilate teaches the three essential skills of segmenting, blending and phoneme manipulation necessary for reading and spelling throughout the programme on a daily basis until all pupils achieve the automaticity that underlies the fluency of every successful reader. <p>EEF state:</p>	<p>2</p>

	<p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	
<p>Stamina for reading £120 for Teacher to re-train staff</p> <p>£600 support package for reading from DCC</p>	<p>Reading Intervention from DCC</p> <p>Inference training was evaluated by Professor Greg Brooks 2016 and found it offered significant gains in reading comprehension. Research entitled “Effects of Inference Awareness Training on Poor reading Comprehension.”</p> <p>EEF state:</p> <p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p>	<p>3</p>

<p>Behaviour Support from DCC £450 for package for non funded entitled children</p> <p>Behaviour hub training and AHT class time release £5000</p>	<p>Behaviour support</p> <p>EEF state:</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening at the same time. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</p> <p>The Department for Education (DfE) is funding a 3-year programme to improve pupil behaviour.</p> <p>The programme pairs schools and MATs with exemplary behaviour practices, called lead schools or MATs, with partner schools or MATs who want and need to improve pupil behaviour. It is flexible with a tailored offer of support depending on partner schools' circumstances.</p> <p>The behaviour hubs programme is open to primary and secondary schools, alternative provision schools and special schools across England that are rated 'good', 'requires improvement' or 'inadequate' by Ofsted.</p> <p>The programme is based on creating a culture: how school leaders can optimise behaviour. Good behaviour, routines and structures in schools support all pupils' engagement in education, and their mental health and wellbeing. Schools will work together to apply these principles to the individual context of the school.</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary and early language acquisition	<p>CPD NELI, Talk Boost</p> <p>Talk Boost and Pupil Premium “Ofsted found that schools effectively using their pupil premium made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve. Successful pupil premium spend includes: • Good use of data to measure and analyse progress. • Use of research evidence to identify interventions. • Use of best teaching staff for intervention groups. • Teachers knowing who their disadvantaged pupils are. • Teachers being responsible for accelerating progress. • Monitoring and evaluation of impact on pupil results.</p> <p>3x NELI sessions per week 3x TB sessions per week</p> <p>EEF state:</p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. 2. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. 	1
Phonics and the application of phonics when spelling Teacher to teach skills costing in box below	<p>Sounds~Write is a DfE approved provider</p> <p>Interventions will be 3x weekly for 15 minutes in addition to daily phonics sessions</p> <p>EEF state:</p> <ul style="list-style-type: none"> • The majority of studies have been conducted in primary schools, though there are 	2

	<p>a number of successful studies with secondary age pupils with a similar overall impact (+5 months)</p> <ul style="list-style-type: none"> • Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. • Approaches using digital technology tend to be less successful than those led by a teacher or teaching assistant. Studies of intensive support involving teaching assistants show slightly lower overall impact (+4 months) compared to those involving teachers. This indicates the importance of training and support in phonics for interventions led by teaching assistants. • Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches. • Studies have been conducted internationally (7 countries), mainly in English-speaking countries. Those conducted outside of the USA have typically shown greater impact. 	
<p>Stamina for reading £6000 for teacher to teach skills and cover</p>	<p>Reading Intervention from DCC Part Time teacher</p> <p>2 sessions per week per intervention group as well as whole class teaching for 10 weeks</p> <ul style="list-style-type: none"> • More studies have been conducted with primary age pupils, but the teaching of reading comprehension strategies appears effective across both primary (+6 months) and secondary schools (+7 months). • Although the main focus is on reading, comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text. • Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. • There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. 	<p>3</p>

	<ul style="list-style-type: none"> • Shorter interventions of up to 10 weeks tend to be more successful. However, there are some examples of successful longer interventions. 	
1-2-1 TA support for children at risk of exclusion £15,000	<p>Behaviour EEF state:</p> <p>Impact seems to apply across the curriculum with slightly greater impact (+5 months) for mathematics than literacy or science.</p> <p>Frequent sessions several times a week over an extended period of up to a term appear to be the most successful.</p> <p>Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact.</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	4

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

Budgeted cost: £0 Costed above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support (costed above)	<p>EEF state: Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate: Universal approaches to classroom management can help prevent disruption – but often require professional development to administer effectively. Targeted approaches that are tailored to pupils' needs such as regular report cards or functional behaviour assessments may be appropriate where pupils are struggling with behaviour. Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches. Evidence suggests that programmes delivered over two-to-six months seem to produce more long-lasting results. Whole-school strategies are usually longer to embed than individually tailored or single-classroom strategies.</p>	4

Total budgeted cost: £ 29,470

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 2021 to 2022 academic year.

Limited vocabulary on entry to the early years. Hampered by Covid and chicken pox and a respiratory virus continuing this year. The impact so far is that children currently in year one that transitioned from EYFS have a good understanding of how to use a word of the day and how to use it in their writing. This is evident in Friday's golden assembly as the young children read their sentences out.

Spelling improved in KS2. Writing shows better choices, especially in LKS2.

Spelling scores Summer 2022 Y3-5

	% EXS	% EXS dis	% progress	% progress dis
Y3	81.8%	50%	62%	50%
Y4	93.4%	20%	6%	20%
Y5	65.6%	100%	50%	75%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson
Inference Training	Derbyshire County Council
Phonics	Sounds-Write
Behaviour	Behaviour Hubs DfE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1-2-1 and small group work to focus attention with HLTA weekly
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence to compensate for absent parent

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Bees: We have two bee hives in school that are looked after externally. Children are required to support the making of the hives, monitoring them and honey extraction. The children also jar the honey, make labels and help sell the honey in the community.

Oven/hob: We have a small area in school which will soon house an electric oven and hob in order for children to cook linked to healthy eating policy. This will also give children the skills to live and be independent

Subsidised school visits: All school visits are heavily subsidised by the school for affordability.

School Uniform: We have a school uniform with school logo but it is made clear to parents that this is not essential, just the colour choice is essential.