

## 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   | Harvills Hawthorn Primary School |
| Number of pupils in school  | 464                              |
| Proportion (%) of pupil premium eligible pupils                         | 124 children 27%                 |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023                        |
| Date this statement was published                                       | 1 <sup>st</sup> December 2022    |
| Date on which it will be reviewed                                       | 1 <sup>st</sup> December 2023    |
| Statement authorised by   | J Sheen                          |
| Pupil premium lead  | M Soper                          |
| Governor  | N Cooke                          |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £171,740        |
| Recovery premium funding allocation this academic year                                 | £17,980         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£189,720</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

At Harvills Hawthorn Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential and be the very best they can be. We strongly believe that reaching your full potential is about developing the necessary knowledge, skills and values required to succeed.

- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Harvills, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide a variety of exciting opportunities through our broad and balanced curriculum. Thus, ensuring that every child is well prepared for the next stage of their lives enabling them to make a positive contribution to their community.

### Pupil Premium Funding

At Harvills Hawthorn Primary, this money will be used in order to:

- Pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing “catch up” in their learning.
- Fund additional support staff to develop and improve the outcomes for children who have been identified as needing “catch up” in their learning.
- Fund additional days for Drama Therapist to support children’s Mental Health and Well-Being.

### Aims

The broad aims for Pupil Premium and “recovery” funding at Harvills Hawthorn Primary School are:

- To remove barriers and reduce the attainment gap between disadvantaged pupils and their peers.
- Pupil progress data demonstrates that individuals and specific groups of pupils are making better than expected progress from baseline data.
- To raise the attainment of all pupils to begin to close the gap created by COVID-19 pandemic.

- The mental health and well-being needs of pupils, which have arisen because of the pandemic, are identified and supported by school.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Children identified as needing academic interventions and/or support to diminish the gap in reading, writing and maths.   |
| 2                | Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally which affect their ability to access learning.   |
| 3                | Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.  |
| 4                | Data analysis indicates that the attendance of our Pupil Premium children is not as good as all other children. Through increased attendance at school, children will access the required learning and be better placed to achieve higher attainment. |

## 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   |
|---|--|
| Pupil Premium children will receive interventions resulting in accelerated progress being made.   | Pupil progress data indicates the in-school gap is diminishing.  |
| As a result of Family Support interventions, Nurture, Drama Therapy sessions, Family Therapy, Therapeutic Mentoring techniques and emotional coaching children's well-being will improve and progress and attainment will increase. | The children's resilience skills will be enhanced.<br>Pupil progress data indicates the in-school gap is diminishing.<br>In school questionnaires/interviews will demonstrate that children feel well supported and more confident to learn. The children will be emotionally able to access learning. |
| Pupil Premium children will attend all visits available to them to further develop life experiences and develop personally.   | Children will use residential and other visits to broaden their horizons, raise aspirations and use these experiences as a starting point and/or basis for their learning.   |
| To increase the attendance of Pupil Premium children through partnership work with parents.   | The in-school attendance gap between Pupil Premium children and non-Pupil Premium  |

children will reduce.

## 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: £12,676

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Qualified teacher to provide extra support for groups in English and Mathematics in Year 6. (half daily for 17 weeks) £12,676 | <p>The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. EEF T&amp;L toolkit: Phonics +5 EEF T&amp;L EEF T&amp;L toolkit: Feedback +6 EEF</p> <p>EEF T&amp;L toolkit: Reduced class size (+ 2months); Social and Emotional Learning (+4 months); Within Class Grouping (+ 2 months). Smaller class sizes are proven to improve academic achievement as the ability to spend more time with each child allows the teacher to get to know strengths and identify gaps in knowledge and skills as well as provide 'on the spot' quality feedback.</p> | 1                             |

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

Budgeted cost: £86,915 (includes £17,980 School Led Tutoring)

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>The following staff will deliver quality first interventions to ensure accelerated progress:</p> <ul style="list-style-type: none"> <li>• LSP 3 to deliver interventions and support in Year 6 £29,902</li> <li>• LSP 3 to deliver</li> </ul> | <p>Children's needs will be identified using a range of assessment techniques. Interventions will be varied based on the gaps identified. The interventions will include, in-class support in small groups, small groups and 1:1 interventions based on specific needs/feedback</p> <p>Phase specific phonics groups, reading, writing and Mathematics, support and</p> | 1,2,4                         |

|  |  |   |
|--|--|---|
| <p>interventions and support in Year 5 £29,902</p> <ul style="list-style-type: none"> <li>• LSA 2 to deliver interventions and support in Year 1 £9,131</li> </ul> | <p>interventions will take place.</p> <p>The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. EEF T&amp;L toolkit: Small group tuition +4 EEF T7L toolkit: Teaching Assistant Interventions +4 EEF T&amp;L toolkit: Oral language interventions +6 EEF T&amp;L toolkit: Reading Comprehension strategies +6</p> |   |
| <p>Implement School Led Tutoring Programme to improve attainment and progress in English and Maths in Years 1-6. £17,980</p>                                       | <p>EEF T&amp;L toolkit: Extending school time +3 EEF T&amp;L Toolkit: Small group tuition +4 EEF T&amp;L toolkit: Feedback +6</p>  | 1 |

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

Budgeted cost: £90,129

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally.</p> <ul style="list-style-type: none"> <li>• LSP 3 to deliver interventions and support in Year 5 plus Therapeutic Mentoring techniques (30 minutes per day) £1,495</li> <li>• Family Support worker to provide help and</li> </ul> | <p>Therapeutic mentoring techniques, Nurture and Drama Therapy are all programmes that will enhance children's resilience and help develop them socially and emotionally. This will help children to self-regulate and deal appropriately with challenges and disappointments.</p> <p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to</p> | 2,3,4                         |

|   |   |     |
|---|---|-----|
| <p>support to families e.g. benefits support, housing issues, relationship breakdown support and parenting courses. The Family Support worker leads Early Help meetings and attends Child In Need meetings. She liaises with a multitude of different agencies. 4 days per week £27,781</p> <ul style="list-style-type: none"> <li>• Drama Therapist in school 7 days per month working with children and families. Individual and family therapy sessions. £15,660</li> <li>• 2 x LSP 3 to deliver KS1 Nurture provision 5x half days per week £29,902</li> </ul> <p>Attendance Officer – half a day per week £8,891</p> | <p>be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <p>EEF T&amp;L toolkit: Social &amp; Emotional Learning +4 months</p> <p>EEF T&amp;L toolkit: Behaviour interventions +4 months</p> <p>EEF T&amp;L toolkit: Parental engagement +4</p>  |     |
| <p>Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.</p> <ul style="list-style-type: none"> <li>• £3,000 Residential subsidy</li> <li>• £3,000 Coach subsidy</li> <li>• £400 More Able, Gifted and Talented visits</li> </ul>  | <p>EEF – Teaching and Learning Toolkit - Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF T&amp;L toolkit: Physical activity +1</p> <p>Council for Learning Outside the Classroom: Learning outside the classroom is about raising young people’s achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people’s understanding, skills, values, personal and social development and can act as a vehicle to develop young people’s capacity and motivation to learn. ‘The lasting impact of outdoor adventure residential experiences on young people’ H Prince - Journal of Adventure Education and Outdoor</p> | 2,3 |

|  |   |  |
|--|---|--|
|  | Learning: Thematic and comparative analysis identified lasting impacts as: self-confidence, independence and communication. |  |
|--|---|--|

**Total budgeted cost: £189,720**



## 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 to 2021 academic year.

| Year Group     | Reading  |                  |                   | Writing         |                 |                   | Maths            |                  |                   |
|----------------|--|------------------|-------------------|-----------------|-----------------|-------------------|------------------|------------------|-------------------|
|                | Cohort   | Pupil Premium    | Non-Pupil Premium | Cohort          | Pupil Premium   | Non-Pupil Premium | Cohort           | Pupil Premium    | Non-Pupil Premium |
| Year 2         | 10% GD<br>47% EX   | 13% GD<br>33% EX | 9% GD<br>51% EX   | 2% GD<br>37% EX | 0% GD<br>20% EX | 2% GD<br>42% EX   | 5% GD<br>52% EX  | 0% GD<br>40% EX  | 7% GD<br>56% EX   |
| Year 6         | 38% GD<br>75% EX   | 26% GD<br>67% EX | 47% GD<br>82% EX  | 5% GD<br>59% EX | 0% GD<br>48% EX | 9% GD<br>68% EX   | 23% GD<br>69% EX | 15% GD<br>59% EX | 29% GD<br>76% EX  |
| Year 1 Phonics | 66% of all children met the standard<br>73% of Pupil Premium children met the standard   |                  |                   |                 |                 |                   |                  |                  |                   |
| EYFS           | 58% of all pupils achieved a 'Good Level of Development'.<br>22% of pupil premium children achieved a 'Good Level of Development'. |                  |                   |                 |                 |                   |                  |                  |                   |

#### Key Points

Unfortunately, due to COVID19 affecting staff and pupil absence, the school's planned pupil premium strategy was not delivered consistently particularly in the Autumn and Spring term.

End of Key Stage 1 – In reading, the data indicates that non pupil premium children outperformed pupil premium children at the expected level. However, pupil premium children out performed their peers at the higher standard. In writing, the non-pupil premium children outperform pupil premium children at the expected and higher

standard. In mathematics, the non-pupil premium children out performed pupil premium children at the expected and higher standard.

Phonics – Pupil premium children significantly out-performed non-pupil premium children.

End of Key Stage 2 – In reading, writing and maths the non-pupil premium children outperformed the pupil premium children.

A marked increase in pupil premium children meeting the higher standard in reading at KS1 and 2 when compared to last year’s data. Similarly, this is also the case in maths at the end of KS2.

End of EYFS - The data shows that our pupil premium children were performing behind in comparison to the whole cohort, in achieving a ‘Good Level of Development’.

#### Attendance

|                                | School Cumulative (HT1-6) 2020-21 | LA Cumulative (HT1-6) 2020-21 | National Cumulative (HT1- 6) 2020-21 |
|--------------------------------|-----------------------------------|-------------------------------|--------------------------------------|
| Not eligible for Pupil Premium | 94.70                             | 94.40                         | Unavailable                          |
| Eligible for Pupil Premium     | 91.93                             | 91.35                         | Unavailable                          |
| In-school gap                  | -2.77                             | -3.05                         |                                      |

The in school gap has increased when compared with last year, however our pupil premium percentage for attendance is slightly higher than the Local Authority average. In addition our in school gap is smaller than the Local Authority gap between non pupil premium vs pupil premium children. Attendance in 2021-22 has decreased since the coding for COVID19 absence was changed from the X code.