

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	457
Proportion (%) of pupil premium eligible pupils	124 children 27%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	1 st December 2023
Date on which it will be reviewed	1 st December 2024
Statement authorised by	J Sheen
Pupil premium lead	M Soper
Governors	N Cooke M Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,965
Recovery premium funding allocation this academic year	£17,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£196,800

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.
- To improve school attendance to be in line with national averages.

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.	<p>The children's resilience skills will be enhanced.</p> <p>Children will be able to self-regulate their emotions to enable them to access learning.</p> <p>Pupil progress data indicates the in-school gap is diminishing.</p> <p>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.</p>

<p>Pupil Premium children will attend all visits available to them to further develop life experiences and develop personally.</p>	<p>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.</p>
<p>To increase the attendance of Pupil Premium children through partnership work with parents.</p>	<p>The in-school attendance gap between Pupil Premium children and non-Pupil Premium children will reduce.</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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching in the classroom:</p> <p>English – purchase consultancy for 18 month writing project including INSET days, leadership development and work with teachers in the classroom.</p> <p>Staff CPD to enhance delivery of DfE approved Phonics programme</p> <p>Behaviour:</p> <ul style="list-style-type: none"> • Embed 5 Pillars of Pivotal Practice. • Restorative Practices CPD for all staff. 	<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.</p> <p>EEF T&L toolkit: Collaborative Learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>EEF T&L toolkit: Feedback +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF T&L toolkit: Oral Interventions +6months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF T&L toolkit: Phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Behaviour In Schools Guidance 2022 states that creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools' circumstances will vary but every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption. Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they</p>	<p>1 2</p>

<p>Staff CPD focussed on the Science of teaching and learning</p>	<p>promote and the social norms and routines that should be encouraged throughout the school community.</p> <p>EEF T&L toolkit: Behaviour +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF T&L toolkit: Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF T&L toolkit: Metacognition and self-regulation +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £116,371 (includes £10,200 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"> • LSP 3 to deliver interventions and support in Year 6 • LSP 3 to deliver interventions and support in Year 5 • LSP 3 to deliver interventions and support in Year 4 	<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 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.</p> <p>EEF T&L toolkit: Small group tuition +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF T&L toolkit: Teaching Assistant Interventions +4</p>	<p>1,2,4</p>

<ul style="list-style-type: none"> • LSA 2 to deliver interventions and support in Year 1 <p>Interventions:</p> <p>Hubs</p> <ul style="list-style-type: none"> - Nurture - Write from the Start (handwriting) - You can be a social detective - Phonics Phase 2, 3 and 5 - WellComm Primary - WellComm Early Years - Speech Therapy - Occupational Therapy - Numberstacks - Sound Linkage - 5 Minute Literacy Box - 5 Minute Maths Box - Zones of Regulation - Hertfordshire Phonological Awareness Programme - Intensive Interaction - Identiplay - Therapeutic Mentoring - Drama Therapy - Reflexions - Blanks Levels 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF T&L toolkit: Oral language interventions +6</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF T&L toolkit: Reading Comprehension strategies +6</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF T&L toolkit: Individualised instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>Implement School Led Tutoring Programme to</p>	<p>EEF T&L toolkit: Extending school time +3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1</p>

improve attainment and progress in English and Maths in Years 1-6. £10,200	EEF T&L Toolkit: Small group tuition +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF T&L toolkit: Feedback +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback EEF T&L toolkit: One to One Tuition +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £70,429 (Contribution towards total cost of £112,389)

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"> • LSP 3 to deliver interventions and Therapeutic Mentoring techniques (30 minutes per day) • Family Support worker to provide help and support to families e.g. benefits support, 	<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 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&L toolkit: Social & Emotional Learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF T&L toolkit: Behaviour interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF T&L toolkit: Parental engagement +4</p>	1,2,3,4

<p>housing issues, relationship breakdown support and parenting courses. The Family Support worker leads Early Help meetings. She liaises with a multitude of different agencies. 4 days per week</p> <ul style="list-style-type: none"> • Drama Therapist in school 7 days per month working with children and families. Individual and family therapy sessions. • 2 x LSP 3 to deliver Nurture provision 5x half days per week <ul style="list-style-type: none"> • Attendance Officer – half a day per week • Attendance consultant to carryout home visits daily to support parents with good attendance 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Families facing financial hardship may find it difficult to pay for</p>	<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</p>	<p>2,3,4</p>

<p>school visits and residential opportunities.</p> <ul style="list-style-type: none"> • £3,000 Residential subsidy • £3,000 Coach subsidy • £400 More Able, Gifted and Talented visits • Range of sporting and arts after school clubs 	<p>develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF T&L toolkit: Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</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 Learning: Thematic and comparative analysis identified lasting impacts as: self-confidence, independence and communication.</p> <p>EEF T&L toolkit: Arts Participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF T&L toolkit: Extending school time +3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
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Total budgeted cost: £196,800

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 2022 to 2023 academic year.

EYFS

In Reception, there were ten disadvantaged children, six children are also on the SEND register. Of the ten disadvantaged pupils, only three achieved expected GLD (30%). In the prime areas, 50% of disadvantaged children achieved expected. Of the ten children, four achieved expected in Maths and Literacy.

Year 1 Phonics

Thirteen out of forty seven pupils were eligible for pupil premium, six of these children have an identified special educational need. The phonics outcomes for pupil premium children is 5% below national averages, we are optimistic that we can close the gap where possible for this group of children.

Year 1 Phonics	62%	81%	70%	67%	5% below
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End of KS1

In this cohort 30% of the children are on the SEND register and one child has an EHCP. This cohort provides learning challenges with many of the children having low levels of personal, social, emotional development. Their attainment in reading and maths is in line with national but significantly below in writing despite making progress across the year from low starting points. Disadvantaged children did not achieve in line with the national average, with a greater gap evident in Writing.

End of KS2

Subject	School Pupil Premium	School Non-Pupil Premium	Local Pupil Premium	National Pupil Premium	School vs National Gap
KS2 Reading at expected level	50%	73%	63%	60%	10% below
KS2 Reading at greater depth	7%	31%	17%	17%	10% below
KS2 Writing at expected level	43%	67%	58%	57%	15% below
KS2 Writing at greater depth	0	6%	6%	7%	7% below
KS2 SpaG at expected level	57%	83%	64%	59%	2% below
KS2 SpaG at greater depth	21%	50%	22%	19%	2% above
KS2 Maths at expected level	57%	75%	62%	59%	2% below
KS2 Maths at greater depth	0	38%	14%	13%	13% below
KS2 Combined Reading, Writing and Maths	43%	63%	46%	44%	In line with national

Within the year 6 cohort, fourteen out of 62 pupils were eligible for Pupil Premium. Six of these children had identified SEN and two had EHCPs. It is pleasing to see that the combined reading, writing and maths data for this cohort of disadvantaged pupils is in line with national statistics although the gap in writing remains a focus for next year.

Pupils made average progress in reading and maths. Progress in writing was below average. The progress of pupil premium children was just below average in reading and maths but significantly below in writing.

Attendance

	School Cumulative (HT1-6) 2022-23	National Cumulative (HT1- 6) 2022-23	Difference School Vs National
Not eligible for Pupil Premium	94.4%	94.7%	School 0.3% below national = in line with national
Eligible for Pupil Premium	92.4%	91.3%	School is 1.1% above national
Gap	-2	-3.4	The gap between disadvantaged and non-disadvantaged in school is smaller than the national gap

It is very pleasing to see the positive impact of our pupil premium spend on attendance. The overall attendance of disadvantaged pupils for academic year 2022-23 was higher than the national average. In addition, the in-school gap closed when compared to the previous year. The percentage of persistently absent disadvantaged children is 12.9% which is lower than the national average for all pupils persistently absent. (Comparative data not available).