

# Pupil Premium Strategy Statement: Hardwick Primary School

## 1. Summary information

|                               |                         |  |          |   |           |
|-------------------------------|-------------------------|--|----------|---|-----------|
| <b>School</b>                 | Hardwick Primary School |  |          |   |           |
| <b>Academic Year</b>          | 2019/2020               | <b>Total Pupil Premium budget</b>                  | £311,520 | <b>Date of most recent Pupil Premium review</b>       | 02/19     |
| <b>Total number of pupils</b> | 590                     | <b>Number of pupils eligible for Pupil Premium</b> | 236      | <b>Date for next internal review of this strategy</b> | July 2020 |

## 2. Current attainment

|                            | Pupils eligible for Pupil Premium 2019 | Schools non Pupil Premium 2019 | Pupils not eligible for PP National Average |
|----------------------------|--|--------------------------------|---|
| <b>EYFS GLD</b>            | 59%                                    | 61%                            | 71%   |
| <b>Year 1 Phonics</b>      | 79%                                    | 72%                            | 82%   |
| <b>Year 2 reading EXS+</b> | 35%                                    | 82%                            | 75%   |
| <b>Year 2 writing EXS+</b> | 45%                                    | 74%                            | 69%   |
| <b>Year 2 maths EXS+</b>   | 45%                                    | 74%                            | 76%   |
| <b>Year 2 RWM EXS+</b>     | 35%                                    | 66%                            | 65%   |
| <b>Year 6 reading EXS+</b> | 61%                                    | 66%                            | 76%   |
| <b>Year 6 writing EXS+</b> | 68%                                    | 75%                            | 81%   |
| <b>Year 6 maths EXS+</b>   | 59%                                    | 66%                            | 82%   |
| <b>Year 6 GPS EXS +</b>    | 73%                                    | 73%                            | 81%   |
| <b>Year 6 RWM EXS+</b>     | 55%                                    | 57%                            | 68%   |

### 3. Barriers to future attainment (for all pupils eligible for PP including high ability)

| In-school barriers |   |
|--------------------|---|
| A.                 | Many 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. Therefore, our strategies will focus on ensuring all disadvantaged children receive consistently high quality personalised teaching and learning that ensures they make accelerated progress.                 |
| B.                 | Many children do not speak English as a first language, have gaps in their vocabulary linked to limited life experiences and are not as confident to take on new challenges or overcome barriers to learning difficulties. Therefore our strategies will focus on improving disadvantaged children's vocabulary, independence and confidence.   |
| C.                 | Many children have limited access to wider life and extracurricular activities further limiting their vocabulary and confidence to take part in new activities and take on board new ideas. Therefore, our strategies will focus on improving disadvantaged children's access to a wide variety of life experiences and extracurricular activities.                                     |
| External barriers  |   |
| D.                 | Many parents and families are new arrivals to the country and find it difficult to know and understand how best to support their children. Therefore, our strategies will focus on improving parental knowledge and strategies to support their child/children as well as improving the parents' and children's attendance and engagement.  |
| E.                 | A significant proportion of children enter school with social, emotional and physical needs, and require support with their mental health and wellbeing in order to be able to access and participate in learning. Therefore, our strategies will focus on improving the mental health and wellbeing of all children and in particular support for disadvantaged children and families. |

#### 4. Outcomes

|           | Desired outcomes and how they will be measured  | Success criteria   |
|-----------|---|--|
| <b>A.</b> | Improve the attainment and progress of disadvantaged pupils by improving teaching and learning across the school. Strategies promote and support fluency, comprehension, independence and the development of vocabulary for all learners. | <p>The difference between disadvantaged children and non-disadvantaged children nationally closes over the year and an increasing percentage achieve age related expectations in reading, writing and maths.</p> <p>Improvement in reading, writing and maths attainment.</p> <p>Improvement in fluency of reading and the progress of all learners in reading.</p> <p>Pupils are confident users of language, using this to deepen their thinking.</p> <p>Pupils have improved fluency and recall of basic number facts including times tables.</p> <p>Handwriting across the school is improved.</p>               |
| <b>B.</b> | A whole school curriculum is delivered that meets the requirements of the National Curriculum, is broad and balanced, develops children's oracy and vocabulary and increases cultural capital through memorable learning.                 | <p>Children have wider experiences and memorable learning experiences.</p> <p>Children have key knowledge organisers that extend vocabulary.</p> <p>Children know more and remember more.</p>  |
| <b>C.</b> | Disadvantaged children's attendance and access to extra-curricular clubs and activities improves when compared to last year.  | <p>Attendance of extra-curricular clubs and activities for disadvantaged children improves when compared to last year.</p> <p>Widening experiences support the development of control and content in writing, confidence in reasoning and problem solving in maths and of inference in reading</p>   |
| <b>D.</b> | Improved parental knowledge of strategies to support their children, and improved engagement compared to last year.   | <p>Parents are actively engaged in their children's learning (supporting with homework and reading).</p> <p>Continued high attendance in parents attending events (whole school, year group)</p> <p>The attendance of DPs at intervention opportunities before and after school is improved compared to last year.</p>   |
| <b>E.</b> | Improved mental health and wellbeing, class engagement and reduced behaviour incidents for Pupil Premium children so that fewer children are on behaviour plans.  | <p>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)</p> <p>A greater percentage of parents (when compared to last year) know where to find information about mental health and know how to recognise symptoms of poor mental health.</p> <p>When compared to last year, a decreased number of pupils are worried and a greater percentage of pupils are now sleeping well.</p> <p>A greater percentage of pupils (when compared to last year) are able to talk about their problems.</p> |

## 5. Planned expenditure

| Academic year   |   | 2019/20  |   |                           |                    |
|---|---|--|---|---------------------------|--------------------|
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.  |   |  |   |                           |                    |
| i. Quality of teaching for all  |   |  |   |                           |                    |
| Desired outcome   | Chosen action / approach  | What is the evidence and rationale for this choice?  | How we will ensure it is implemented well?  | Staff lead                | Review             |
| <p><b>A.</b><br/>Improve the attainment and progress of disadvantaged children by improving teaching and learning across the school.</p> <p>Strategies promote and support fluency, comprehension, independence and the development of vocabulary for all learners.</p> <p>Broaden vocabulary choices for all disadvantaged children.</p> | <ul style="list-style-type: none"><li>All staff to be aware of the pupil premium children they teach (through the use of “Class on a page”) to enable targeted support and intervention.</li><li>Higher level teaching assistants (HLTA) to teach across the school. 8xHLTAs <b>£262,560</b></li><li>HLTA Targeted support for individuals and groups of children within class.</li><li>Targeted communication interventions: Talk Boost (HLTAs)</li><li>Targeted fluency interventions (reading, maths, handwriting) (HLTAs /TAs).</li><li>Teachers to provide targeted intervention to specific groups of children during assembly.</li><li>Staff training on oral reading and repeated reading.</li><li>Using the Scarborough’s Reading Rope as a diagnostic tool, staff to identify areas of reading to inform focus for support.</li><li>PP pupils highlighted in phonics groups</li></ul> | <p>OFSTED Research (2019) suggests that effective pedagogy consists of both teaching and the provision of instructive and stimulating learning environments.</p> <p>NCETM (2019) Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory.</p> <p>EEF (2018) One to one tuition-Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.</p> <p>EEF,(2017) Improving Literacy in KS2 found that The development of pupil’s language skills provides a foundation for thinking and communication. Fluency interventions such as oral reading and repeated reading can build fluency.</p> <p>EEF (2018) Preparing for Literacy Guidance Accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. In turn, this supports writing composition: if handwriting is slow or effortful then children are less able to think about the content of their writing.</p> | <p>Performance Management meetings</p> <p>Observations and drop ins</p> <p>Internal / external moderation.</p> <p>Parent feedback</p> <p>Staff feedback</p> <p>Vulnerable groups analysis</p> <p>Pupil progress meetings</p> <p>Assessment tracking</p> | <p>SLT</p> <p>PP lead</p> | <p>Half termly</p> |
| Total budgeted cost   |   |  |   |                           | £262,560           |

| ii. Targeted support   |   |  |   |            |             |
|--|---|--|---|------------|-------------|
| Desired outcome  | Chosen action/approach  | What is the evidence and rationale for this choice?  | How we will ensure it is implemented well?  | Staff lead | Review      |
| <p><b>B.</b><br/>Whole school curriculum is delivered that meets the requirements of the National Curriculum, is broad and balanced, develops children's oracy and vocabulary and increases cultural capital through memorable learning.</p> | <ul style="list-style-type: none"> <li>Subsidised trips and visitors (for PP pupils) to increase memorable learning experiences and build vocabulary and cultural capital. <b>£12640</b></li> <li>Staff training on the features of effective quality first teaching and learning.</li> <li>Talk for writing training for all teachers.</li> <li>Continue Word Aware strategies across the school.</li> <li>In-house PDM (x3) training sessions on Oracy</li> </ul> | <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (Early Years Toolkit-Communication and language approaches EEF 2018)</p> <p>OFSTED (2019) Research document suggests it is, for example, becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, is more effective than so-called massed practice, where we study more intensively for a shorter period of time. It is therefore good practice to block learning and repeat practice over time, as this leads to better long-term retention of knowledge. Therefore designing a curriculum based on these concepts should improve attainment of PP pupils.</p> <p>Ofsted (2019) state leaders should take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p> | <p>Curriculum mapping<br/>Planning scrutiny<br/>Pupil voice<br/>Improvement in attainment and progress of disadvantaged pupils.</p> | SLT        | Half termly |
| Total budgeted cost  |   |  |   |            | £12640      |

|   |  |   |   |  |                     |
|---|--|---|---|--|---------------------|
| <p><b>C.</b><br/>Disadvantaged children's attendance and access to extra-curricular clubs and activities improves when compared to last year.</p> | <ul style="list-style-type: none"> <li>• Cooking club (HLTA) 30 weeks <b>£835</b></li> <li>• HLTA after schools craft club (30 weeks) <b>£4500</b></li> <li>• After schools sports clubs <b>£3000</b></li> <li>• Holiday Club <b>£700</b></li> </ul> | <p>Director of Research at the Sutton Trust (2014) states: "If we are serious about improving social mobility we must narrow the gap in educational opportunities outside of school as well as within the classroom. Offering low-income families vouchers to spend on extra-curricular activities or private tuition would be a step towards this."</p> <p><b>The Sutton Trust (2015)</b> 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.</p> <p>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.</p> | <p>Attendance and exclusions data<br/>Parental surveys<br/>Monitoring parental attendance at events<br/>Termly data reports</p> | <p>PP lead<br/>Parental Engagem<br/>ent co-ordinator<br/>Nurture</p> | <p>Half termly</p>  |
| <p><b>Total budgeted cost</b></p>   |  |   |   |  | <p><b>£9035</b></p> |

|  |  |   |  |   |                     |
|--|--|---|--|---|---------------------|
| <p><b>D.</b><br/>Improved parental knowledge of strategies to support their children, and improved engagement compared to last year.</p> | <ul style="list-style-type: none"> <li>• 100% parents expected to attend parents meetings (no shows followed up and chased).</li> <li>• PP children invited to choose a book from school book fair alongside parent. Up to £6.50 per book <b>£1534</b></li> <li>• Continue to improve school to parent communication (Website/Text).</li> <li>• School Community/Family Engagement Leader targeting vulnerable families.</li> <li>• Extended parents' evening for vulnerable children and families</li> <li>• Enrichment, extra-curricular and parent events in mathematics/English.</li> <li>• Reading mornings (parent/child)sessions and events.</li> <li>• Send reading information and key vocabulary home to parents.</li> </ul> | <p>There is some evidence that providing practical advice on how parents can support learning at home can be effective. EEF 2018</p> <p>In addition, some schools have successfully improved parental involvement by focusing on the way they communicate with parents. For example, there is some evidence that tailored weekly text messages can be effective in improving attendance and attainment (York et al., 2014; Miller et al. 2016). OFSTED Research</p> <p>OFSTED Research 2019 shows work with parents is particularly helpful in primary and early years (Taylor, 2012) in raising attendance of pupils and increased attendance has an improvement in attainment.</p> <p>EEF Working with Parents to Support Children's Learning (2017), schools communication methods need to be tailored to encourage positive dialogue about learning. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> | <p>Attendance data<br/>Parental surveys<br/>Monitoring parental attendance at events<br/>Termly data reports.<br/>Parent meetings booked, no shows followed up by phone call or face to face conversation.</p> | <p>PP lead<br/>Parental Engagement co-ordinator<br/>SLT</p> | <p>Half termly</p>  |
| <p><b>Total budgeted cost</b></p>  |  |   |  |   | <p><b>£1534</b></p> |

|   |  |  |   |                                   |                 |
|---|--|--|---|-----------------------------------|-----------------|
| <b>E.</b><br>Improved mental health and wellbeing, class engagement and reduced behaviour incidents for Pupil Premium children so that fewer children are on behaviour plans. | <ul style="list-style-type: none"> <li>• Daily breakfast club <b>£11,400</b></li> <li>• School uniform with book bag <b>£2280</b></li> <li>• Nurture <b>£12000</b></li> <li>• Groups for PP pupils requiring support <ul style="list-style-type: none"> <li>○ Emotional Literacy Support Assistant Training (ELSA) to offer emotional support for vulnerable children (1:1)</li> <li>○ Theraplay Nurture</li> <li>○ Nurture ABC</li> </ul> </li> <li>• Mental Health and well being CPD</li> <li>• Mental Health Award -School to be accredited with the Leeds Beckett Emotionally Healthy schools accreditation.</li> </ul> | 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.<br><br>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. | Attendance data<br>Parental surveys<br>Pupil surveys<br>Monitoring of children's social, emotional and mental health.<br>Termly reports | Nurture<br>PP Lead<br>Head<br>SLT | Half termly     |
| <b>Total budgeted cost</b>  |  |  |   |                                   | <b>£25,680</b>  |
| <b>Total cost for all plan</b>  |  |  |   |                                   | <b>£311,449</b> |