

Hardwick Primary School

Pupil Premium Strategy Statement 2022-2023



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	Hardwick Primary
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Daryl Jones (Executive Headteacher)
Pupil premium lead	Zara Cowling (Head of School)
Governor / Trustee lead	Andy Abbott, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,555
Recovery premium funding allocation this academic year	£6,480
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	£66,035

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

1. Challenges to future attainment (for pupils eligible for PP)	
In-school challenges (<i>issues to be addressed in school</i>)	
A.	Limited speech and language skills which impacts on learning
B.	Reading skills - poor phonic skills, slow reading fluency and limited comprehension skills
C.	Gaps in learning - writing (including SPaG and handwriting)
D.	Gaps in learning - maths
E.	Special Educational Needs and Disability
F.	Low self-esteem and/or experiencing emotional/behavioural difficulties that impact on learning

External challenges (*issues which also require action outside school*)

G.	Parental engagement with school and perceptions of education, including a lack of regular routines including,
H.	Consistent attendance and punctuality
I.	Access to resources, such as books and have life experiences, which other pupils experience

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.

2. Intended outcome		Success criteria
A.	Pupils develop and use language effectively and widely to express themselves.	Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in both speech and written forms. This can be seen in the monitoring process undertaken by school. They understand a wide range of vocabulary in both spoken and written forms allowing them to understand and access a wide range of both curriculum and wider life experiences.
B.	<p>Pupils develop and use phonic knowledge effectively to read fluently and accurately and improve comprehension skills.</p> <ul style="list-style-type: none"> • Pupils read widely and for enjoyment. • Pupils can answer a range of question types (e.g., retrieve; infer, deduce, predict) in a range of text types and genre (e.g. short stories; procedural; recount; information; diary). 	<ul style="list-style-type: none"> • Pupils progress quickly in phonics. • Pupils make rapid progress to achieve or exceed their end of year estimates. • Pupils have a reading age that is equal to or above their chronological age. • Pupils progress quickly through Accelerated Reader levels. • Pupils achieve high scores in assessments. • Pupils are reaching the expected standard or above in Y2 and Y6 Reading SATs.
C.	<p>To address identified gaps in learning to improve and develop pupils' writing skills.</p> <ul style="list-style-type: none"> • Pupils have excellent composition skills – they can articulate ideas well and can structure them effectively in various types and genre of writing. • Pupils are confident and accurate in their use of vocabulary, grammar, and punctuation. • Pupils can proofread and edit their work effectively • Pupils can manipulate simple tools and demonstrate improved pencil control. • Pupils demonstrate the correct formation, orientation, and size of letters. • Pupils demonstrate legible, joined handwriting. 	<p>Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in written forms. This can be seen in the monitoring process undertaken by school. They understand the writing process and can write legibly.</p> <p>Pupils are reaching the expected standard or above for their year group at meeting the end of KS1 and KS2 Writing expectations.</p>

<p>D.</p>	<p>To address identified gaps in learning to improve and develop pupils' maths skills.</p> <p>Pupils understanding of and confidence in maths is increased through a mastery approach.</p> <ul style="list-style-type: none"> • Pupils have good arithmetic skills • Pupils can reason and problem solve 	<p>Pupils will increase in confidence in maths and show this in their arithmetic skills and confidence to tackle and solve more complex mathematical problems in a range of ways, as shown in summative and formative assessments and progress data. This can be seen in the monitoring process undertaken by school.</p> <p>Pupils achieve age related expectations for their year group and meet the end of KS1 and KS2 Maths expectations.</p>
<p>E.</p>	<p>Pupil Premium pupils with SEND can access the curriculum and achieve their best through personalised learning (where necessary), differentiated learning and identified gaps in learning which are addressed through targeted support in class.</p>	<p>Pupils with SEND are making good progress in their learning through targeted support and assessments and monitoring by the SENCO demonstrates this.</p>
<p>F.</p>	<p>Identified pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p> <ul style="list-style-type: none"> • Pupils are more willing to learn. • Pupils listen attentively in class and follow instructions well. • Pupils adhere to the school's behaviour expectations. • Pupils have excellent social skills. <p>Pupils are self-confident, able to face challenges and can work independently.</p>	<p>Pupils are ready to learn in class without the need for formal intervention. Number of interventions to ensure pupils are ready to learn is reduced.</p> <ul style="list-style-type: none"> • Fewer behaviour-related incidents are reported. • Pupils have increased self-esteem, improved listening skills and expressive language abilities. • Pupils are willing to undertake challenges with minimal or no adult support.
<p>G.</p>	<p>Parents feel able to approach school and have a good relationship with school/class teacher.</p> <p>Parents have established routines at home and are confident and able to assist their children to complete homework tasks, including daily reading at home.</p>	<p>Parents feel comfortable approaching school for help with their child at home.</p> <p>Parents are confident to assist their child at home with their learning.</p>
<p>H.</p>	<p>Attendance and punctuality rates for pupils eligible for PP are good and consistent.</p>	<p>Pupils eligible for PP to have high attendance rates and low incidents of punctuality. This can be seen in the monitoring process undertaken by school.</p>
<p>I.</p>	<p>Enable pupils to experience similar opportunities to other pupils</p>	<p>The personal circumstances of pupils that the school can influence have improved and pupils experience similar opportunities to other pupils.</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.

3. Planned expenditure 2022-23				
Objective: Accelerate progress and attainment in Maths and English				
We aim for all PPP to make at least expected progress in Maths and English, therefore raising attainment in both subjects.				
i. QUALITY OF TEACHING FOR ALL AND TARGETED SUPPORT				
ENGLISH: Phonics / Reading / Writing / SPaG				
Addressing challenge...	Item/what we are doing	Evidence/rationale that supports this approach	Target audience	Intended outcome
A	Use Language Link and Speech Link in EYFS to identify pupils who have issues.	Recommend by Speech Therapists	EYFS/KS1/KS2	Limited speech and language skills identified, referrals for speech therapy made, targeted interventions and support given. Measure: EYFS Baseline assessments and Pre and post intervention data.
B	Teach synthetic phonics using Read Write Inc Phonics daily in EYFS & KS1. Interventions and targeted support given as required.	Systematic synthetic phonics is the DfE's chosen approach to teaching children to read. The Read Write Inc. Phonics programme fulfils the department's core criteria and has a successful track record in schools across the UK.	EYFS and KS1	Pupils are making expected or accelerated progress in phonics. Y1 results in the Phonic Screening Check (minimum) are at or above national average (81% 2022). Measure: Progress data from baseline assessment in September and at key points in the term made by the English Reading Leader.

B	<p>Using NFER assessments to identify gaps in Reading.</p> <p>Targeted support reading therapies.</p>	<p>NFER is an established system of assessment allowing gaps to be identified.</p>	<p>PPP in Year 1 to Year 6. PPP with high priority and identified by teachers as vulnerable to lack of progress/wide gap between current attainment and ARE/expected outcomes based on prior attainment.</p>	<p>Attainment of PPP is raised in English because of targeted interventions.</p> <p>Measure: Pre and post intervention data. Termly progress data and end of year data</p>
B	<p>Use Accelerated Reader to enable pupils to on the right reading level, be able to read widely.</p> <p>Pupils to be heard read in school individually and through guided reading.</p>	<p>Teachers monitoring what children are reading and the data produced in Accelerated Reader lead to improved reading skills. Research shows that pupils who read at least 20 minutes a day with a 90% comprehension rate (average percentage correct) on Accelerated Reader quizzes see the greatest gains.</p>	<p>Year 2 to Year 6 PPP</p>	<p>Attainment of PPP is raised in English Reading as a result of teacher monitoring of reading and teaching pupils to read.</p> <p>Fluency rate increases on half termly assessments. Aim to get 90 words per minutes in KS1 and 110 words in KS2.</p> <p>Measure: Progress from the September baseline Star Reader tests. Termly progress data and end of year data.</p>
B	<p>Use Read Write Inc. Fresh Start program with PPP pupils in KS2 who are identifies as at risk or are behind in reading.</p>	<p>Fresh Start is a proven intervention at KS2 to improve phonics, reading accuracy, fluency, and comprehension skills.</p>	<p>Year 5 & 6 PPP identified to need support in developing and improving reading skills.</p>	<p>Pupils are reading at age appropriate levels and they are reading fluently and have improved reading stamina.</p> <p>Measure: Progress data from baseline assessment and at the end of the program. Accelerated Reader reading age reflects progress made and increase in reading fluency checks.</p>

C	<p>Use NFER Grammar, punctuation, and spelling assessments, and therapies to target those in needs to improve the writing skills of PPP children.</p> <p>Extra support in class for writing skills, including SPaG, provided by TA support.</p> <p>Extra handwriting practice and fine motor control exercises supported by the TA.</p>	<p>NFER is an established system of assessment and interventions used nationally with proven results in raising attainment and pupil progress.</p>	<p>Year 2 to Year 6 PPP</p>	<p>Attainment of PPP is raised in English Writing because of targeted interventions.</p> <p>Measure: Pre and post intervention data. Termly progress data and end of year data – writing evidence in pupil books.</p>
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Mathematics: Arithmetic / Reasoning and Problem Solving

Addressing challenge...	Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
D	<p>Use Power Maths (mastery maths) to teach daily maths lessons covering all aspects of maths, developing arithmetic, calculation, reasoning and problem-solving skills.</p>	<p>Power Maths (written by White Rose Maths) is a textbook mastery approach used in primary schools nationally and is recognised and recommended by the DfE as a maths scheme that raises standards in mathematics.</p>	<p>EYFS to Year 6</p>	<p>Attainment of PPP is raised in Maths because of high-quality teaching and targeted support for those who are at risk or fall behind.</p> <p>Measure: Termly progress data and end of year data. Work in pupil books.</p>
D	<p>Use Maths Flex in KS2 to allow pupils to practice and consolidate personalised maths learning at home and in school (linked to Power Maths lessons and topics)</p>	<p>Maths Flex is an online maths learning platform, which personalises the learning experience and pathway for pupils, linked to their learning in maths lessons.</p>	<p>KS2</p>	<p>Teachers can monitor the learning of individual pupils and use this to assess the progress made through the program and use the data generated to inform gaps in learning and what targeted support is required.</p> <p>Measure: Termly progress data and end of year data. Work in pupil books.</p>

D	Use School Jam in In EYFS and KS1 to allow pupils to practice and consolidate maths learning at home (aligned to Power Maths lessons and topics)	A parental engagement app for schools featuring fun, easy-to-use maths activities to support parents with their children's home learning. Fully aligned to our Power Maths lessons and White Rose Maths.	EYFS and KS1	Measure: Termly progress data and end of year data. Work in pupil books.
D	Times Table Rockstars	New Multiplication Check in Year 4 means increased focus on knowledge of times tables. Not all our pupils have the fluency and confidence in these skills yet and this is a gap that needs filling. Some children will not have access to this resource at home and we need to ensure we support this in school as well.	Year 2 to Year 6	To improve children's rapid recall of their times tables and their maths confidence in using their multiplication skills. Measure: Mental arithmetic and times tables tests. Year 4 Multiplication Check in June.
Targeted adult support for PPP and PPP with SEND:				
A, B, C, D, E	PPP to receive targeted and general adult support with learning. Teaching Assistants will run interventions (with teachers).	Pupils receiving extra adult support builds confidence, boosts self-esteem and enables pupils to make progress in their learning.	EYFS to Year 6	Attainment of PPP is raised because of targeted support for those who are at risk or fall behind. Measure: Intervention data, termly progress data and end of year data. Work in pupil books.
D	Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	KS2	Attainment of PPP is raised because of targeted support for those who are at risk or fall behind. Measure: Intervention data, termly progress data and end of year data. Work in pupil books.

E	PPP with identified SEND needs in English and Maths to receive extra adult support in class.	SEND pupils receiving extra adult support builds confidence, boosts self-esteem and enables pupils to make progress in their learning.	EYFS to Year 6	Attainment of PPP is raised because of targeted support for those who are at risk or fall behind. Measure: Termly progress data and end of year data. Work in pupil books. EHCP and Pupil Passports and reviews.
Budget cost for: ➤ Quality of teaching for all and targeted support				£40,142

ii. OTHER APPROACHES

Objective: Well-being and Social & Emotional needs of children are met.

Addressing challenge...	Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
F	Provide emotional and well-being support via the Pastoral Support Leader (ELSA) to PPP: <ul style="list-style-type: none"> to develop confidence and self-esteem run nurture groups and social groups provide behaviour support to individuals. work with CISS for identified PPP. 	Recommendations from Educational Psychologist / Specialist Teaching Service for PPP.	EYFS to Year 6	Pupils supported by the Pastoral Support Lead are able to engage appropriately in class and are making progress in their learning as a result of the intervention and support provided. Measure: Pastoral Support records, termly progress data and end of year data. Work in pupil books.

Objective: Increased Parental Engagement and support with home/school learning				
Addressing challenge...	Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
G	Advertise the benefits of claiming FSM in the newsletter to encourage uptake and raise awareness of support available.	There is a need to address the misconceptions and lack of awareness surrounding FSM and the support that the school offers.	Whole school	Increased numbers of eligible families apply for FSM. Measure: FSM Register
G	Ensure reading books that are going home are at the pupil's reading level and ability. Provide phonics support to parents to help them with hearing their child read via the Ruth Miskin website and flash cards. Support parents to use TT Rockstars, Maths Flex and School Jam on personal devices to support maths learning at home.	Parents are more likely to engage with and support home learning if they feel confident and able to do so.	Whole school	Teachers can monitor the learning of individual pupils and use this to assess the progress made through the program and use the data generated to inform gaps in learning and what targeted support is required. Measure: Termly progress data and end of year data. Work in pupil books.
G	Purchase revision guides for all PPP in Year 2 and 6.	Parents, children and teachers are able to share the expectations of the year 2 and 6 SATS. Engagement levels are increased, and tasks can be easily set between home and school.	Year 2 and Year 6	Increased understanding of how to support children at home. Improved home school relationships. Increased attainment in maths and English. Measure: End of year data
G	Pastoral Support Leader providing one to one support for PP families including Early Help interventions,	Children who are settled at home are emotionally ready to learn. Pastoral support for wider families facilitates this.	Vulnerable families including PP families	Improved lived experience for children including PP children Measure: Happiness surveys, Early Help closure scores, FSM uptake

H	Executive Headteacher, Head of School and Office to monitor the attendance and punctuality of PPP and follow up quickly on issues. First day response provision.	We cannot improve PPP progress and attainment if they aren't actually attending school regularly. Evidence shows that addressing attendance is the key step. PP children need to be ready for the start of school and not arriving late.	PPP in EYFS to Y6	Pupils eligible for PP to have high attendance rates and low incidents of punctuality. This can be seen in the monitoring process undertaken by school. Measure: daily attendance data
Budget cost for: ➤ Well-being and Social & Emotional needs of children are met. ➤ Increased Parental Engagement and support with home/school learning.				£17,030

Objective: Enrichment

We aim to ensure that all PPP have the same opportunities as their peers leading to raised self-esteem, positivity and engagement in their holistic growth and development.

Addressing challenge...	Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
I	<ul style="list-style-type: none"> Year 4 are provided with specialist music tuition as part of our school offer. PPP and those currently claiming FSM are offered part funded 'Play On' music lesson tuition in Years 5 and 6 on a case by case basis. PPP and those currently claiming FSM are offered part funded 'Rock Steady' music lesson tuition in Years 1 to Year 6, on a case by case basis. 	Records indicate that only a small percentage of PPP take up music lessons and learn to play a musical instrument.	Years 1 to Year 6	Raised self-esteem and confidence. Increased numbers of PPP participating in music lessons. Measure: levels of participation compared with previous year.

I	<ul style="list-style-type: none"> • PPP and those currently claiming FSM offered part funded after school clubs on a case by case basis. • Monitor the uptake of clubs by PPP by implementing a spreadsheet record. • Target PPP in the summer term who have not yet participated in an extracurricular activity. 	Records indicate that only a small percentage of PPP have attended extracurricular opportunities.	PPP	Increased attendance of clubs and extracurricular activities by PPP. Raised self-esteem and levels of fitness. Measure: levels of participation compared with previous year.
I	<ul style="list-style-type: none"> • PPP and those currently claiming FSM offered part funded school trips/residentials on a case by case basis. • Monitor school trips/residentials attended by FSM and PPP 	Previous lack of awareness around the support available has led to lack of participation on school trips and residentials by PPP.	PPP	All PPP can attend school trips if they wish to do so with no financial constraints. Measure: school trip register
Budget cost for:				
➤ Enrichment				£7,883
Total budget costs				£65,055