

## Pupil premium strategy statement – Hart Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	6% (6 Children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Marie Crowe
Pupil premium lead	Marie Crowe
Governor / Trustee lead	Colin Reid

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8800
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8800

# Part A: Pupil premium strategy plan

## Statement of intent

‘To give all the opportunity to be the best they can be and have fullness of life.’

At Hart Primary, our ultimate goal for not only our disadvantaged children, but for all of our children, is that they can be whoever they want to be and do whatever they want to regardless of their background or starting point. The focus of our pupil premium strategy is to support our disadvantaged children to achieve this goal.

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.

We have identified some key challenges faced by our small group of pupils in receipt of pupil premium. Pupil premium spending is therefore targeted at addressing these areas and in supporting the development of knowledgeable staff and evidence-based systems to ensure these areas are developed for all children, including vulnerable children.

The Reading Framework (July 2023) states that ‘Fluent decoding allows us to understand what we read’ and that ‘As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.’ As a school, we are committed to developing children’s love of reading so that they become natural, automatic readers and so that they have the essential skills to set them on the right track for their academic and career-related lives.

The ability to express ideas through Writing is one of the most important of all life skills and one of the skills sought by employers and higher education institutions (Schmoker, 2018 cited in Understanding current practice and research priorities in teaching Writing EEF Practice Review, June 2024) which is why we consider this to be a skill that not only our disadvantaged children, but all of our children, should master. We aim to achieve this by adopting evidence based approaches to the teaching of writing so that teachers feel confident in how to teach writing and as a result, children attain better and make more progress.

As stated in the DfE’s working together to improve school attendance guidance (August 2024), high attendance links intrinsically with good attainment with ‘The pupils with the highest attainment at the end of key stage 2 and key stage 4 having higher rates of attendance over the key stage compared to those with the lowest attainment.’ We are committed to improving the attendance of all children so that they have the best chance of academic success and we believe that this will be achieved through building strong relationships with families in order to overcome any barriers to attendance.

## Challenges

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

Challenge number	Detail of challenge
1	Fluency assessments have shown that disadvantaged children in KS2 have a slower reading fluency speed than their non-disadvantaged peers.
2	Assessments have shown that the majority of disadvantaged children do not meet age-related expectations in writing. At the end of the 2024 academic year, only 20% of pupil premium children achieved age related expectations in writing in comparison with 69% of non-disadvantaged children.
3	Attendance data across the 2023-2024 Academic Year indicates that attendance of disadvantaged children was 2% lower than non-disadvantaged children. 16.6% of disadvantaged children were 'persistently absent' during the same period in comparison to 9.4% of non-disadvantaged children.

## 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
To improve the reading fluency of disadvantaged children in KS2.	From their September starting point, all PP children in KS2 will have an improvement in their words per minute reading speed by the end of the year.
Increase the number of disadvantaged children who meet age related expectations in writing.	All staff will be part of whole-school CPD around the writing process. A greater proportion of disadvantaged children will meet age-related expectations in writing by Summer 2025 compared to Summer 2024 (20%).
Improve the attendance of disadvantaged children across school.	The gap between the attendance of disadvantaged and non-disadvantaged children will be reduced. In 2023-2024, this gap was 2.4%. (PP – 92.6%, Non-PP – 95%)  There will be fewer disadvantaged children who are persistently absent. In 2023-2024, there were 2 disadvantaged children who were classed as Persistently Absent.

## 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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of staff in reading fluency and strategies to promote this.	EEF Improving Literacy in KS2 Guidance Report <a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a> DfE Reading Framework <a href="#">The reading framework</a>	1
Roll out reading theatres to the whole of KS2	EEF Improving Literacy in KS2 Guidance Report – The Readers Theatre <a href="#">KS2-Lit-Readers-theatre.pdf</a>	1
Whole-staff CPD regarding the process of teaching writing	EEF Improving Literacy in KS1 <a href="#">Literacy_KS1_Guidance_Report_2020.pdf</a> EEF Improving Literacy in KS2 <a href="#">Improving Literacy in Key Stage 2   EEF</a> The Research Ed Guide to Primary Literacy, Stephen Lockyer & Tom Bennett <a href="https://amzn.eu/d/88TbJk6">https://amzn.eu/d/88TbJk6</a>	2
Implementation of a writing process document across school to support the teaching of writing.	EEF Improving Literacy in KS1 <a href="#">Literacy_KS1_Guidance_Report_2020.pdf</a> EEF Improving Literacy in KS2 <a href="#">Improving Literacy in Key Stage 2   EEF</a> The Research Ed Guide to Primary Literacy, Stephen Lockyer & Tom Bennett <a href="https://amzn.eu/d/88TbJk6">https://amzn.eu/d/88TbJk6</a>	2

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

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of children who are not meeting age-related expectations in reading fluency and provision on 1:1 or small group intervention.	EEF Improving Literacy in KS2 <a href="#">Improving Literacy in Key Stage 2   EEF</a> DfE Reading Framework <a href="#">The reading framework</a>	1

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted focus on the attendance of disadvantaged children, including engagement with parents and a personalised approach for those who struggle to attend.	DfE Working Together to Improve School Attendance <a href="#">Working together to improve school attendance (applies from 19 August 2024)</a>  Raising the attendance of disadvantaged pupils <a href="#">Raising the attendance of disadvantaged pupils</a>	3

**Total budgeted cost: £8800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Teaching	
Activity	Outcome
Training of staff to deliver 'Reading Theatres'.	All relevant staff have been trained to deliver Reading Theatres and these were rolled out in Y3/4 in the spring term, with a focus on improving Y4 fluency. Between the period of February and July 2024, the two Pupil Premium children in Y4 made the following progress in their reading fluency:
Training of staff to deliver Little Wandle Reading Fluency sessions	<p>Child A – 46 Words Per Minute to 84 Words Per Minute (SEN Child)</p> <p>Child B – 78 Words Per Minute to 114 Word Per Minute</p> <p>Reading Theatres are now being rolled out in the Y5/6 class this academic year.</p> <p>Staff were also trained to deliver Little Wandle fluency sessions and these were rolled out in Year 2. The impact of this is that 87% of children in the Y2 cohort reached age related expectations in reading at the end of the academic year.</p>
Whole-school 'Thrive' training and training of two 'Thrive' Ambassadors.	<p>Two staff members completed their Thrive training and became Licensed Thrive Practitioners. This meant that groups of vulnerable children could be supported in regards to their well-being.</p> <p>It is the intention that the practitioners will now train up other members of staff so that they can work to support children also.</p>
Training of a Staff Member in Careers Related Learning.	Miss Crowe completed the Start Small; Dream Big Primary Careers Pilot programme through the Careers and Enterprise Company and Tees Valley Careers. As a result of this, a Careers Related Learning strategy has been started and all children have been exposed to a number of career opportunities which will be available to them in the future, broadening their horizons and aspirations.
Targeted Academic Support	
Activity	Outcome
Purchase of Little Wandle Fluency Books to support delivery of reading fluency sessions.	A set of each of the Little Wandle fluency books was purchased, which benefits children from Y2 through to Y6. These books have initially been used with Y2 children to increase their reading fluency and the result of this is that 87% of children in the Y2 cohort reached age related expectations in reading by the end of the academic year. These books will now be used in Reading Fluency sessions in the Y3 and Y4 cohorts.
Additional reading fluency sessions for children in KS2 who are not reading fluently.	<p>This activity was put on hold for the academic year 2023-2024 in order to allow the main, whole-class implementation of the reading fluency programme.</p> <p>Fluency assessments have been made of all KS2 children at the end of the academic year and children have been identified for intervention which begun in September.</p>

Wider Strategies	
Activity	Outcome
Purchase of resources which improve emotional resilience of children.	Resources were purchased to create a 'Thrive Sanctuary' where children have a safe haven to relax and work on their wellbeing. These resources include sensory lights, relaxation seating and a range of books aimed at addressing children's emotional wellbeing. As a result of this purchase, school are well prepared to support children who may be experiencing emotional difficulties.
Development of a Careers Related Learning Strategy.	A Careers Related Learning Strategy has been started and this will form part of a longer, 2-year project. Miss Tillson, AHT, will be taking over from Miss Crowe to lead on this during 2024-2025. As part of this, there will be a Careers Related event each term which is designed to expose all children to the range of careers available to them as well as raising their future aspirations.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Little Wandle Fluency Programme	Little Wandle