

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hartley Brook
Number of pupils in school	643
Proportion (%) of pupil premium eligible pupils	54% (349 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	19.20, 20.21, 21.22
Date this statement was published	
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Costello
Pupil premium lead	Melissa Howard, Rachel Stonehouse
Governor / Trustee lead	Sam Stringer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£463,195 including LAC and post LAC
Recovery (catch up) premium funding allocation this academic year	£37,354
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	£2,584,804

Part A: Pupil premium strategy plan

Statement of intent



Challenges

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

Challenge number	Detail of challenge
1	Many children enter Nursery and Reception with Speech and Language Delay and require regular speech and language therapy and interventions. The pandemic has meant that many of our current Y1/Y2 children now require catch up speech and language after missing out on so much during the early years.
2	Particularly in KS2 there are significant gaps in attainment between Pupil Premium and Non Pupil Premium students in all subjects. Quality teaching and learning across the key stage is a priority to close these gaps as well as targeted interventions and small group catch up.
3	A large number of PP children have limited opportunities to read and engage in all text types at home. They can lack the necessary support in comparison with their peers and this therefore has a negative effect on their early reading skills.
4	A large number of the PP children have limited extra-curricular, cultural experiences outside of school. The Astrea Promise aims to inspire young children and give them the valuable experiences that they may not receive out of school.
5	Low attendance rates overall, with Pupil Premium children attending less than Non Pupil Premium.

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 speech and language skills of the children in the EYFS and ensure the children in Y1/Y2 receive necessary catch up speech and language after missing so much of Nursery and Reception due to the pandemic.	Pupils eligible for PP in Nursery and Reception show rapid progress over the year within communication and language. Speech and language screenings of PP children show good progress in oral skills. Targeted speech and language interventions in Year 1 & 2 show strong progress.
To close the attainment gap between PP (all children) and National. To particularly improve the attainment of PP children in KS2 through high quality teaching and learning and targeted interventions.	Exit attainment data for all PP children in Years 1-6 matches that of Non PP children. We aim to narrow the gap for all children towards National.
To improve the reading attainment of PP pupils by offering high level targeted reading support to Pupil Premium children not meeting expected levels. To deliver high quality daily RWI phonics lessons by strongly trained staff.	The reading attainment of all PP children shows good progress with gaps in attainment therefore closing. The PP children from targeted groups show accelerated progress in reading. The phonics screening check shows no gap in attainment between PP and National.

To offer high quality catch up phonics for Year 3 & 4 children that missed out on developing many early reading skills due to the pandemic.	
To offer PP children a range of extra-curricular and out of school cultural experiences.	All PP children to take part in extra-curricular activities in or after school. All PP children to go on at least 2 school trips per year and access the Astrea Promise.
To increase the attendance rate of PP pupils.	Reduce the number of persistent absentees among pupils eligible for PP. Improve overall PP attendance and fall in line with Non-PP pupils.

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: £215,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA's running daily speech and language interventions in Reception, Year 1 and Year 2.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</p> <p>EEF Teaching and Learning toolkit shows that Early Years Interventions and reducing class size has good impact.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p>	<p>1</p>
<p>CPD to improve high quality teaching and learning throughout school:</p> <p>Metacognition to be rolled out to staff.</p> <p>Mastery Maths</p> <p>RWI</p> <p>Consultant support – NT for phonics and reading.</p> <p>RW for mastery maths</p> <p>Licenses subscribed to to support teaching and learning. Twinkl, Test Base</p> <p>Externally provided programmes to support staff in delivering a varied and rich curriculum.</p>	<p>High quality teaching and learning across school is the most successful way of closing the gap.</p> <p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p>	<p>1, 2 and 3</p>

<p>Curriculum resource budget</p> <p>Budget for supporting staff development and sending staff on courses.</p> <p>Head Office costs for Astrea support and training courses.</p>	<p>Use of Mastery Maths curriculum to help improve maths attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>EEF toolkit shows that metacognition can have up to +7 months impact on learning.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
<p>School library subscription</p> <p>High quality home reading books</p> <p>Follow RWI phonics/reading scheme.</p> <p>RWI CPD inset days and twilight.</p> <p>RWI lead offering daily support and mentoring during phonics sessions.</p> <p>CPD delivered to staff during assembly time every Monday afternoon.</p> <p>HB consultant support with fluency.</p>	<p>Consistency of approach (RWI) and support to accelerate phonics and reading skills.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective - https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	3
<p>Extra Teacher in Year 6 to allow for smaller class sizes and to target specific pupils who need extra input to make good progress and meet expected levels.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2 and 3
<p>HLTA in Year 2, taking a 4th smaller class to offer more targeted supporting to low ability children so they can make accelerated progress and begin to close the gap.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p>	1, 2

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

Budgeted cost: £98,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Speech and language therapy interventions in Rec, Year 1 and 2.</p>	<p>Smaller group sizes, personalised learning and 1-1 Catch up maths and English.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy/</p>	<p>2</p>
<p>TA's in Year 6 to run daily small group catch up, one to one reading and deliver targeted interventions in Language Legends and Precision Teaching.</p>	<p>http://onlinelibrary.wiley.com/doi/10.1002/bin.1418/abstract Research shows that Precision Teaching demonstrates an impact on reading fluency.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.</p>	<p>2, 3</p>
<p>Fresh start intervention delivered daily by KS2 TA.</p>		<p>3</p>
<p>TA's delivering afternoon interventions and catch up to help close the progress and attainment gap in Years 3,4,5</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>
<p>1-1 RWI boosting for bottom 20% of pupils taking place every afternoon.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>2, 3</p>

<p>TA's doing 1-1 reading and small group boosting lessons during the afternoons in KS1.</p>		<p>2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £149,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise school trips, visitors and residential.</p> <p>TA to support and meet ratios on all trips, visits, sporting events.</p> <p>Astrea Promise across the school.</p> <p>Weekly after school clubs</p> <p>Learning mentors for each Key Stage to monitor behaviour and work with target children.</p> <p>Providing school uniform for new starters.</p> <p>PE teacher</p>	<p>A high number of the PP children have limited opportunities and experiences outside of school. This means they don't have the chance to access and explore a range of diverse interests. Many of the children may struggle to exceed in core subjects but thrive in extra-curricular activities. The option to access these means they can build their self-esteem and make a positive contribution to school life.</p> <p>http://www.bbc.co.uk/news/health-28703013</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>4</p>
<p>Attendance officer to monitor and improve attendance rates</p> <p>Attendance incentives, rewards and assembly fous.</p> <p>Mini bus</p> <p>New attendance and punctuality policy across school.</p> <p>Class teachers communicating directly with parents regarding attendance.</p>	<p>PP children have lower attendance rates than Non-PP</p> <p>Higher numbers of PP children are persistent absentees.</p> <p>Attainment of PP children can't meet or exceed the attainment of Non-PP children if attendance isn't equal.</p> <p>Attendance is a whole school priority that is continually being addressed.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>5</p>

	Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	
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Total budgeted cost: £463.195

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.

With the exception of our current Year 5 cohort (PP pupils are outperforming or matching the attainment and progress of Non PP pupils) the summer 2021 data still shows significant gaps between PP and Non PP across the school and across the subjects.

Children missed significant amounts of school due to the pandemic during the academic year so the impact of our pupil premium activity is unfortunately not as positive as would have been predicted. We moved to using a pupil premium strategy that covers 3 years and began this in 2019.2020. With the pandemic hitting shortly after and effecting a large amount of the 3 years we can foresee that most of our activities and intended outcomes will continue to be a focus for the next academic year and beyond to achieve the success criteria.

Comparing Autumn 2020 with Summer 2021 data for our current Year 2s shows a very positive change in the relationship between PP and Non PP pupils attainment with PP pupils now exceeding Non PP in Reading, matching their attainment in writing and closing the gap in maths. This shows that what was put in place to support challenge number 2 and 3 in particular made a positive impact and our aim for the next academic year will be to continue this, strengthen it even further and spread it out to cover further year groups in school.

Cohort	2			% at expected level	% making expected progress	% at expected level	% making expected progress	% at expected level	% making expected progress	% at expected level	SS % at expected level	SS % at expected level
PP	51	51		47%	0%	37%	0%	53%	0%	35%	43%	51%
Non PP	35	35		46%	0%	37%	0%	57%	0%	37%	49%	51%

Externally provided programmes

Programme	Provider
RWI	Ruth Miskin
Primary KC	Knowledge Schools Trust
Mastery Maths	Ark Curriculum
Charanga Music	Charanga
Jigsaw PSHE	Jigsaw
Catherine Cheater Spanish	Golden Daffodils

Imoves PE lcompute	Imoves Active Education lcompute for Primary schools
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	PL LB Pastoral support from EN Bereavement counselling for LB from DH. Fresh Start and Lego therapy for LB
What was the impact of that spending on service pupil premium eligible pupils?	Improved attendance LB PL good progress and attainment

Further information (optional)

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