

Hartley Primary Academy

Pupil premium strategy statement 2023-2025

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hartley Primary Academy
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2025
Statement authorised by	N Galinis
Pupil premium lead	S Bransgrove
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year	£4524
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	£53,994

Part A: Pupil premium strategy plan

Statement of intent

At Hartley Primary Academy our vision is that all pupils reach their full potential, regardless of background, and become Happy Positive Achievers. We believe that all children should experience the same rich, culturally diverse and engaging learning experiences in order to prepare them for their place in society. At HPA we recognise that disadvantaged children often face more challenges socially and academically and therefore our pupil premium strategy aims to counteract these challenges and narrow the gaps that these children face.

Highly-effective quality first 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 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.*

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Here are some of the processes and strategies that will maximise progress and attainment for pupils eligible for pupil premium.

Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these could be disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of school.

High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the responses that are possible. As a strategic approach is taken all staff have professional respect for the school’s Pupil Premium Strategy Plan and its outcome.

Effective teaching and learning – all staff recognise and accept that the vast majority of pupils’ progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training will be focused accordingly.

Literacy support – the development of good literacy skills has always been a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.

The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses and competing in sporting events

Attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issues and needs.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils
2	27% of pupil premium pupils have also been identified as having SEN
3	A significant number of disadvantaged pupils are from hard to reach families

4	A limited reading exposure limits a child's ability to progress in line with their peers and widens the vocabulary gap.
5	Well being of disadvantaged pupils - it is recognised that pupils who are disadvantaged may have more than academic needs but may have social, emotional and mental health needs. These will be supported in school.

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
Persistent absence of disadvantaged children is significantly reduced.	Reduce the percentage of disadvantaged pupils with persistent absence down so that it is in line with non-disadvantaged pupils
To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium grant and those who are not across the school.	Combined attainment to be no less than a 10% difference between PPG and non-PPG children
To narrow the gap in progress between pupils in receipt of the Pupil Premium grant and those who are not at the end of KS2.	Children in receipt of Pupil Premium grant will make accelerated progress in order to narrow the gap with their peers.
The wellbeing of all pupils will ensure that pupils can access learning.	When pupils can make progress in their learning and attendance is increased.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. h

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and teaching assistants: including SEND support,	The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment,	2,4

<p>exploring further opportunities to develop pupil's understanding of different careers, improving literacy skills across the curriculum.</p> <p>Ensure all staff have access to CPD opportunities and the time to study.</p>	<p>where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.(EEF Teaching and Learning Toolkit)</p> <p>EEF Effective Professional Development</p>	
<p>CPD Teaching Assistants - Regular TA meetings and updates to knowledge.</p> <p>Leaders to ensure that all staff who deliver support are fully trained in any newly-introduced interventions, so that they consistently provide pupils with effective and expert guidance.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. (EEF Teaching and Learning Toolkit)</p> <p>Teaching assistant interventions</p>	2,4
<p>CPD All staff - Wellbeing</p>	<p>Further support pupil wellbeing through the effective use of worry monsters and thankful jars, as well as SEMH interventions and zones of regulation.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. (EEF Teaching and Learning Toolkit)</p>	1, 5

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

Budgeted Cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Groups led by: <ul style="list-style-type: none"> • Qualified teacher from outside the academy • Vice Principal • Assistant Principal 	On average, one to one/small group tuition is very effective at improving pupil outcomes. One to one/small group tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF Teaching and Learning Toolkit) Small group Tuition EEF	1, 2, 4, 5
Maths Times Table Rockstars Program	Studies have shown that the use of digital technology can improve outcomes by 4 months. Digital Technology Toolkit Strand Education Endowment Foundation EEF	5
Accelerated Reader The use of Accelerated Reader as a tool to improve fluency and comprehension at the right level.	Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. (EEF Guidance reports)	3, 5
Animaphonics New phonics scheme that can be used to provide more opportunities further that continues cohesively into Key Stage Two ensuring	Phonics is the bedrock of the reading framework and is an essential element of helping children to access a broad and balanced curriculum. Phonic interventions are proven to have an impact of 4 months on learning.	2, 4

all children are able to access their learning consistently.	Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: £23,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement - coffee mornings, FLO/PSO in post, parent support signposted on website, engaging with parents, coffee mornings, parenting courses, referrals to outside agencies	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit)	1,3
Outdoor Learning	The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. (EEF Teaching and Learning Toolkit)	1
Access to extracurricular activities, including residential trips and outdoor learning.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. This has been proved as a	1,5

	high impact intervention. (EEF Teaching and Learning Toolkit)	
Lunchtime clubs for children with SEMH needs for whom lunch and plays may be a bit of a struggle. These groups aim to provide the children with strategies for dealing with the social situations of lunchtime.	<p>Children in this group generally have poor social skills and this has been exacerbated by Covid.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF Toolkit)</p>	1,3, 5
ELSA intervention - targeted children	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p> <p>Metacognition and Self Regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Social and Emotional Learning Strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 5
<p>Wellbeing and Anxiety Workshops</p> <p>To provide strategies for many children to support their access to learning within the classroom.</p>	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p>	1, 3, 5

	<p>Metacognition and Self Regulation [Toolkit Strand Education Endowment Foundation EEF</p> <p>Social and Emotional Learning Strategies Toolkit Strand Education Endowment Foundation EEF</p>	
Sports Clubs	<p>Sports participation is shown by the EEF to have a 1 month impact on learning.</p> <p>Physical Activity Toolkit strand Education Endowment Foundation EEF</p>	1, 3, 5
<p>Wider Cultural Capital opportunities Funding of trips, visitors, clubs.</p> <p>Activity weeks in school - i.e. music week</p>	<p>Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them.</p> <p>Arts participation is shown by the EEF to have a 2 month impact on learning.</p> <p>Arts Participation Toolkit Education Endowment Foundation EEF</p>	1, 3, 5

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Summary 2022-2023:

Objectives	Tracked Spend 2022-2023	REVIEW (due September 2023)
CPD for teachers and teaching assistants - SEND and personalised plans.		All plans for SEND have been updated and progress of SEN pupils tracked to ensure the effectiveness of provision. Intervention delivered regularly for all identified children (both SEN/PP/all pupils). Staff have also been using the National College to upskill for CPD. This will continue for academic year 2023-2024
CPD Teaching Assistants - Regular meetings with SENCO		Regular meetings were held with TAs. They have been receiving training sessions and able to discuss strategies that work and what does not. This will continue for next academic year 2023-2024
In school provisions for children - ELSA, relax kids, anxiety workshops etc.		Children have been well supported this year with the supporting groups These have been an asset to the children and this will be continuing next academic year. We will also have a 3rd ELSA and an ELKLAN qualified member of staff for Speech and Language interventions.
Booster teaching/1:1 tuition		Regular booster support was delivered to the year 6 cohort. This supported some children, but there were occasionally problems with absent tutors and connections for the sessions. We will move to face-to-face booster sessions for 2023-2024
Parental Engagement - coffee mornings, assistant FLO in post, parent support signposted on website.		FLO met with parents, signposted support for parents and updated the website accordingly. This target is to continue for academic year 2023-2024
Outdoor Learning		All classes participated in Outdoor Learning regularly. Lead by an external provider and by class teachers. This will continue in the academic year 2023-2024
Access to extracurricular activities, including residential trips and outdoor learning.		All pupils had equal access to extracurricular activities and funding support was given for residential trips. This will continue in the academic year 2023-2024.
TOTAL		£58,430

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
AnimaPhonics	AnimaPhonics

Times Table Rockstars	Maths Circle
National College	The National College