

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hardy Mill Primary
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	38 (11%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 – 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Briggs Head teacher
Pupil premium lead	Jo Briggs Head teacher
Governor / Trustee lead	Mrs Shelly Haslam

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,590
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£66,115</b>

## 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 all identified vulnerable pupils (e.g. children with social workers) as our 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 approach will be responsive to challenges and individual needs as they arise and informed by analysis of assessment data. 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 is set
- act early to intervene at the point need is identified
- ensure 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.

No.	Detail of challenge
1	<p>The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths and this is more prevalent among our disadvantaged pupils than their peers.</p>

2	We have noted an increasing number of pupils entering school with under developed oracy skills and vocabulary gaps and this is more prevalent among our disadvantaged pupils than their peers.
3	We have identified social and emotional issues for many pupils, notably due to a feeling of isolation and a lack of enrichment opportunities during partial school closure. These challenges particularly affect disadvantaged pupils and this is impacting on their attainment.
4	Internal and external (where available) assessments indicate that achievement at higher standard among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our attendance and punctuality data indicates that a small number of our disadvantaged pupils are below national average.

## 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
1. Close gaps in reading, writing and maths particularly for disadvantaged pupils.	2024-25 outcomes show that: <ul style="list-style-type: none"> <li>• % achievement in reading is at least in line with national</li> <li>• % achievement in writing is at least in line with national</li> <li>• % achievement in maths is at least in line with national</li> </ul>
2. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil and parent questionnaires and teacher observations</li> <li>• a significant increase in participation in enrichment activities and inter school competitions, particularly among disadvantaged pupils</li> </ul>

<p>4. Improved attainment at higher standard for disadvantaged pupils at the end of KS2</p>	<p>KS2 Outcomes in 2024-25 show that disadvantaged pupils achieving higher standard in reading, writing and maths is at least in line with national.</p>
<p>5. To sustain above national average attendance for all pupils particularly disadvantaged pupils.</p>	<p>Sustained above national attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%.</li> <li>• the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments in 2022-23 indicate:

Achievement at GLD in EY for our disadvantaged children was in line with achievement nationally. Achievement for this group was lower than that of our non-disadvantaged pupils and we recognise that further work is needed to close this gap.

Achievement in Year 1 against the Phonics check shows that our disadvantaged children achieved in line with our non-disadvantaged children and above the national average.

At the End of Key Stage 1, our disadvantaged children achieved age related expectations above the national average for the same group in reading, writing and maths combined. Achievement was below that of our non-disadvantaged children however the gap is narrower than the previous year (21-22). Attainment at the higher standard in reading, writing and maths for our disadvantaged children was above that achieved nationally by the same group.

At the End of Key Stage 2, our disadvantaged children achieved age related expectations above the national average for the same group in reading, writing and maths combined. Achievement was below that of our non-disadvantaged children however the gap is significantly narrower than the previous year. (21-22). Attainment at the higher standard in reading, writing and maths for our disadvantaged children was above that achieved nationally by the same group.

Absence among disadvantaged pupils was 2.3% higher than their peers in 2022/23. Persistent absence levels have decreased for both non-disadvantaged (8%) and disadvantaged (12%) and the gap has closed between the groups. This gap is closing significantly and is why attendance of our disadvantaged pupils continues to be a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour continues to improve over the last year, but challenges in relation to wellbeing and mental health remain high. The impact on disadvantaged pupils is also significant.

We are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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

Budgeted cost: £9,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,2,4
<p>Improve the quality of personal, social and emotional learning.</p> <p>Personal social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Ensure all children have access to enrichment activities available in school through funded places</p>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, attendance behaviour and relationships with peers).	3,5
<p>Purchase resources and fund teacher training/ release time to support improved teaching of oracy across school.</p> <p>By embedding dialogic activities across</p>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading	1,2,4

the school curriculum, it can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.		
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## Targeted academic support

Budgeted cost: £48,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group tutoring for identified children in Key Stage 2. 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 and in small groups.	1,2,4
Employ an additional teaching assistant support to deliver intervention programmes and point of teaching support. A significant proportion of these pupils will be disadvantaged.  Training teaching assistants to support the delivery of specific programmes.	Research on TAs delivering targeted interventions either one-to-one or in small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.	1,2,4



## Wider strategies

Budgeted cost: £10,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional administration time allocated to supporting good attendance.</p> <p>Places at before and after school provision provided where needed.</p>	<p>Missing hours of school or persistent lateness of some disadvantaged and vulnerable children is having a direct impact on their achievement.</p> <p>Intervention with these families beyond school has proven to be an effective strategy of improving attendance and punctuality.</p>	1,2,4,5
<p>Provide specialist interventions to remove barriers to learning from emotional health, wellbeing and behaviour.</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.</p>	1,3,4,5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £68,132**

