

# 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	Harting C of E Primary
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	18 children (16%) (16 FSM, 2 CLA) (As of October 2021 Census)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nick Tidey and Jeff Ace
Pupil premium lead	Nick Tidey
Governor / Trustee lead	Jeff Ace

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,400 (Financial Year)
Recovery premium funding allocation this academic year	£500 (so far)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,900

## Part A: Pupil premium strategy plan

### Statement of intent

At Harting we believe that all children, irrespective of background or need, must be supported and challenged to meet their full potential in all that they do. In addition to academic progress, we strongly value the importance of developing the whole child including their social and emotional needs. For a child to flourish we understand that they need to be secure in these areas.

We take the time to understand each child individually. This includes understanding the context of more vulnerable pupils and families with us both supporting and signposting them to appropriate support.

By understanding the areas in which pupils require the most support we have a positive impact on children across all groups including those from disadvantaged backgrounds. This approach has been proven to have a significant impact on closing the gap in attainment between groups of pupils.

This strategy details the actions we plan to take to ensure that every child in the school, with a focus on those from a disadvantaged background, is effectively supported and challenged in meeting their full potential both emotionally and academically.

Throughout the year we will follow the assess, plan, do and review cycle to ensure that the interventions in place are having the desired impact on pupil progress. This will enable us to adapt provision to meet the changing needs of children across the school.

### Challenges

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

Challenge number	Detail of challenge
1	Children's SEMH needs can impact on their self-esteem, ability to self-regulate and ability to access the learning in the class setting. The number of children with these needs has risen since returning from periods of lockdown.
2	There is a clear attainment gap between disadvantaged and non-disadvantaged groups of pupils.
3	Children from disadvantaged backgrounds can find it challenging transitioning between expectations at school and home. These expectations need to be closer aligned.
4	Enabling all children, irrespective of background or need, to have access to the same learning and extra-curricular experiences as their peers.

## 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
Improved attainment and progress amongst disadvantaged pupils across the school in reading, writing and maths.	<ul style="list-style-type: none"> <li>Assessment and monitoring systems are effective in identifying need and ensuring children receive appropriate support resulting in accelerated progress.</li> <li>Teaching across the school is at least consistently good.</li> <li>Teaching meets and supports the needs of all pupils in the school.</li> </ul>
Children with SEMH needs, including both disadvantaged and non-disadvantaged pupils, are better able to self-regulate.	<ul style="list-style-type: none"> <li>The school effectively collaborates with external agencies to provide specialist support to those pupils in need.</li> <li>Our trained ELSA provides effective support to children with ELSA needs which results in improved self-regulation.</li> <li>The school has consistent approaches and expectations in both rewarding behaviour and supporting higher profile behaviour. These systems result in a reduction in high profile behaviour across the school.</li> </ul>
Improved oral and language skills among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Staff members are fully trained and certified Nuffield Early Language Intervention (NELI) practitioners.</li> <li>NELI is used effectively with children in receipt of this making accelerated progress in this area.</li> </ul>
Increased levels of self-esteem among disadvantaged pupils in the school.	<ul style="list-style-type: none"> <li>Through whole school approaches including mindfulness and therapeutic language as well as ELSA support for specific pupils, self-esteem among pupils has been raised</li> </ul>
Disadvantaged pupils to have had the same educational and extracurricular experiences as their peers.	<ul style="list-style-type: none"> <li>PP funding is used to support families, where needed, with finances to access clubs, trips and residential stays.</li> </ul>
There is to be no significant differential in attendance rates between disadvantaged and non disadvantaged groups of pupils.	<ul style="list-style-type: none"> <li>Close monitoring of attendance ensures early intervention if this becomes a concern.</li> <li>The school works effectively with the pupil entitlement team to ensure that any attendance concerns are addressed.</li> </ul>

## 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: £ 2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review the teaching of writing	<p>Attainment and progress in writing is a key area for the school to improve. This review and introduction of a new approach will increase child's engagement in writing and give them purpose for writing. This will then lead to increased rates of progress and in turn higher levels of attainment.</p> <p>The new approach will incorporate reading at the heart of the curriculum and provide children with a wider range of experiences that enable them to become immersed in a text. This will then lead to greater levels of engagement and an improved standard of writing across the school.</p>	2
Review the teaching of reading across the school	<p>In addition to the actions taken in the teaching of writing, the library will also be reviewed to ensure that there are high quality, modern and relevant texts available for all children. These will be tailored to the interest of pupils. This will build greater levels of engagement in learning and lead to accelerated progress and higher levels of attainment.</p>	2
New phonics scheme – Essential Letters and Sounds to be introduced with all staff fully trained.	<p>As outlined in May 2021 Ofsted, the teaching of phonics needed to be reviewed to ensure fidelity to one scheme as well as fully decodable texts that match the scheme.</p> <p>With these actions addressed children are making at least expected progress in their phonics development.</p>	2

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

Budgeted cost: £ 10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre teaching	Pre teaching allows children to have time to process new material before it is presented in a class environment, this supports cognitive load and boosts confidence when working in class.	2
One to one /small group sessions for PP children.	One to one sessions from a familiar adult will ensure the children are supported most effectively. This adult will work with the class teacher to set the plan for the short burst intervention support.	2
Whole staff training on precision teaching	Precision teaching supports in children learning key knowledge across different areas of the curriculum. This will support with areas such as spelling and key maths knowledge in number facts.	2
Support children's emotional needs through ELSA support.	Since returning to full time in person schooling (following the COVID 19 lockdowns) the number of children with emerging SEMH needs has increased. This presents itself in different ways but also includes through high profile behaviour and low self-esteem. Addressing these needs will enable children to be more confident and then access the in class learning thus being able to reach their potential both emotionally and academically.	1
Enable breadth of curriculum and extra-curricular opportunities	PP children will be supported financially to access all school based activities ensuring that they do not miss opportunities in learning. This includes, residential trips, wrap around care and school trips.	4
Additional adult support for specific groups of children with a focus on PP children.	Many children who are eligible for PP have significant challenges in regulating their emotions. An additional adult is used to support these children to access the class environment.	1,2,3

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

Budgeted cost: £ 6500 (including an additional £3000 local donations)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Understanding and Supporting Behaviour.	Children respond best to consistency of both language and expectations. This approach will support staff in building a consistent use of language with children across the school and ensure that children are clear in the expectations of all adults.  Behaviour is a form of communication and for children who find it more challenging to regulate their emotions it is key that we understand how to support them and provide the earliest possible intervention to meet their needs.	1,3
Provide breakfast/ after school care to enable pupil attendance	Children from disadvantaged backgrounds should be allowed the same opportunities as others. To support parents working we will fund places in afterschool and breakfast club for disadvantaged families (if this is required).	4
Additional parent/school meetings	Regular communication and meetings with parents is key to promoting consistency between home and school. Where appropriate more regular meetings will be held with the HT/SENCO/CT/SLT with families of children who need greater levels of support.	3
Liaison with families and other agencies	The school has strong working relationships with a variety of external agencies across both Hampshire and West Sussex. These agencies will be involved supporting families as deemed necessary.	1,2,3,4

ELSA support	With the number of children in need of support with their emotional wellbeing, our trained ELSA will be working to support them making progress throughout the year. The key to this will be children transferring the skills learnt into the classroom. Regular reviews of this support and caseload will happen throughout each term.	1,2,4
Introduction of Brass Band and brass tuition to school	This new approach is aimed at both enhancing the music provision at Harting Primary School, but also supporting the emotional wellbeing and self-esteem of children across the school. This will have an impact on both the children learning the instruments (year 5-6) as well as the rest of the school through whole school concerts and other events in the local and wider community.	1, 4

**Total budgeted cost: £ 18,900**

## 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.

**Outcome 1:** Improved attainment and progress amongst disadvantaged pupils across the school in reading, writing and maths.

**Review of impact:**

Please see summary of progress for Reading Writing and Maths for Pupil Premium eligible children,

	Expected and accelerated progress	Accelerated Progress
Reading	96%	44%
Writing	96%	19%
Maths	81%	38%

All progress was measured from July 2021 teacher assessment attainment data.

**Outcome 2:** Children with SEMH needs, including both disadvantaged and non-disadvantaged pupils, are better able to self-regulate.

**Review of impact:**

This year we have chosen to adapt the way in which our ELSA works with children across the school. This has seen us increasing our specific ELSA provision from 0.5 days a week to 4 days a week. In addition, we have redeveloped an area of the school, 'The Deer Hut', to be a dedicated emotional support space in school.

These approaches have worked hand in hand to maximise the impact the ELSA intervention has had on children across the school. Our ELSA is now able to work with a greater number of children across the school, with a key area of focus being on early intervention support. This is something that we will be continuing with in the 2022 – 2023 academic year.

The bespoke work done with those children in receipt of ELSA support has led to a dramatic improvement in their overall ability to regulate more successfully, which in turn has enabled them to access the classroom with greater levels of success. This can be seen through the headline data figures above.



Moving forward the school will be further adapting practise to include Zones of Regulation as a whole school approach to enabling all children to work with and manage their emotions with greater levels of independence.
<b>Outcome 3:</b> Improved oral and language skills among disadvantaged pupils.
<p><b>Review of impact:</b> This year the school invested in the Nuffield Early Language Intervention with identified children. This intervention saw these children making accelerated progress with their language development from their starting points.</p> <p>In addition the introduction of a new accredited phonics scheme (Essential Letters and Sounds) saw the expectation of phonetical development for children increase. This has led to 90% of Year 1 children passing the phonics screening check with the progress of children in reception class also being very positive.</p>
<b>Outcome 4:</b> Increased levels of self-esteem among disadvantaged pupils in the school.
<p><b>Review of impact:</b></p> <p>In addition to the notes and review of impact of outcome 2 (ELSA provision), the school has also had a significant focus on its approach to behaviour management.</p> <p>Following a review of the school's approach to behaviour management, staff worked on developing an approach that was based on therapeutic language and thinking. This has seen staff on training around therapeutic language and following new systems to support dysregulation and identifying early signs of this to enable them to support at the earlier stage. The school now follows a fully rewritten behaviour policy which focuses on supporting children who may have low self-esteem or facing challenges. This has seen a dramatic improvement in pupil welling across the school and is leading to positive outcomes for all.</p>
<b>Outcome 5:</b> Disadvantaged pupils to have had the same educational and extracurricular experiences as their peers.
<p><b>Review of impact:</b></p> <p>We have continued to support families who are eligible for PP with funding support for wrap around care and accessing school visits. This has enabled every child to have equal opportunities across the year and ensured that the enrichment experience provided is one that benefits every single child in the school. This support will continue as we move into the 2022 – 2023 academic year.</p>
<b>Outcome 6:</b> There is to be no significant differential in attendance rates between disadvantaged and non-disadvantaged groups of pupils.
<p><b>Review of impact:</b></p> <p>The school has worked closely with families whose attendance is a focus. We have also worked closely with our Early Help Link worker to support families of children whose attendance is becoming a concern. This has seen increased attendance for these pupils. Our ELSA has also worked closely with these children in supporting the transition from home to</p>

school which has also seen an improvement in their self-esteem, confidence and wellbeing of these children.

## 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
N/A	N/A

## Service pupil premium funding (optional)

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

Measure	Details
N/A	N/A

**Further information (optional)**