

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.

We are currently in year 2 of our 3 year pupil premium strategy.

School overview

Detail	Data
School name	Harting C of E Primary
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	14 children (15%)
Academic year/years that our current pupil premium strategy plan covers	2022 – 2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£24,355
Recovery premium funding allocation this academic year	£3994
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	£28,349

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.
2	There is an attainment gap between disadvantaged and no disadvantage pupils.
3	A gap in language acquisition and development between pupils in the school which is likely linked to a differential in cultural capital.
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
<p>For all children who are in receipt of pupil premium to make accelerated progress from their end of previous year attainment grade.</p>	<ul style="list-style-type: none"> • Assessment and monitoring systems are effective in identifying need and ensuring children receive appropriate support resulting in accelerated progress. • All pupils benefit from quality first teaching in all areas of the curriculum • Teaching meets and supports the needs of all pupils in the school. • Increased SENCO hours to ensure that adaptations and support for pupils is having the best impact on pupil outcomes.
<p>Children with SEMH needs, including both disadvantaged and non-disadvantaged pupils, are better able to self-regulate at different points in the school day.</p>	<ul style="list-style-type: none"> • The school continues to effectively collaborates with external agencies to provide specialist support to those pupils in need. • Our trained ELSA provides effective support to children with ELSA needs which results in improved self-regulation. • Zones of regulation is embed as an approach across the school. • 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.
<p>Improved oral and language skills among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • NELI is used effectively with children in receipt of this making accelerated progress in this area. This is an early year intervention. • Children have more opportunities to both read and be read to by a range of adult across the school. • Key vocabulary is used and shared in all areas of learning, with staff modelling use of this across the school day.
<p>Increased levels of self-esteem among disadvantaged pupils in the school.</p>	<ul style="list-style-type: none"> • Through whole school approaches including mindfulness, therapeutic language as well as ELSA support for specific pupils, self-esteem among pupils has been raised
<p>Disadvantaged pupils to have had the same educational and extracurricular experiences as their peers.</p>	<ul style="list-style-type: none"> • PP funding is used to support families, where needed, with finances to access clubs, trips and residential stays.
<p>There is to be no significant differential in attendance rates</p>	<ul style="list-style-type: none"> • Close monitoring of attendance ensures early intervention if this becomes a concern.

between disadvantaged and non disadvantaged groups of pupils.	<ul style="list-style-type: none"> The school works effectively with the pupil entitlement team to ensure that any attendance concerns are addressed.
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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: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on children's opportunities for writing across the curriculum and opportunities for independent writing in English,	Attainment and progress in writing continues to be a focus for the school. We plan on implementing a new progression for grammar, spelling scheme and English long term curriculum map which will lead to increased consistency across the school and raised standards seen through pupil outcomes.	2
Increase the amount that children are both reading with and hearing adults reading each week.	<p>To support develop children's vocabulary and widen their breadth of knowledge around different authors classes will be read to daily as well as introducing further reading opportunities as part of the weekly and daily school timetable.</p> <p>In addition the nonfiction section of the school library will be re designed to enable easier access to a full range of texts linked to the foundation and wider curriculum in the school.</p>	2,3
Increase the number of guided reading texts in school to span teaching from Year 3-6.	Through purchasing a wider range of quality texts for guided reading we will support in closing the vocabulary gap and also to develop the children's awareness of a wider range of high ability texts.	2
Specific interventions for children aimed at closing any gaps in knowledge in reading, writing and maths.	Through carefully planned adaptations to the curriculum any gaps in knowledge that children may have will be addressed. This will then enable them to close the gap in attainment and make accelerated progress.	2

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one /small group sessions for PP children. Including 1stClass@Number	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
Precision teaching	Precision teaching supports in children learning key knowledge across different areas of the curriculum. This will continue to support with areas such as spelling and key maths knowledge in number facts.	2
Support children's emotional needs through ELSA support at the earliest possible stage.	With a reduction in the level of support needed in upper KS2 we are now able to focus increasingly on early intervention in the school. Early intervention will enable children to develop skills of independent self-regulation at an earlier age.	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. Our ELSA is used to support these children to access the class environment.	1,2,3
Continued increase in SENCO hours	With many of our children PP and disadvantaged children also on the SEND register, it is key that the SENCO is given adequate time to ensure robust systems are in place or both teaching and monitoring of provision for children. This additional time will enable this to happen.	1,2,3

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further whole staff training and associated resources on Zones of Regulation.	Supporting and enabling children to develop skills to self-regulate when facing a challenges is key in their development and preparation for their lives.	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
Effective 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 a reduction in the level of support needed in upper KS2 we are now able to focus increasingly on early intervention in the school. Early intervention will enable children to develop skills of independent self-regulation at an earlier age.	1,2,4
Collaborative working with the school's Early help link worker.	Early help aims to support families and children at the earlier point to avoid any more significant challenges in the future. The termly meetings and regular phone calls will ensure that children and families in need of support receive this in the timeliest manner.	1,2,3,4

Total budgeted cost: £ 28,500

Part B: Review of outcomes from 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In school, teacher assessment shows that although children in receipt of pupil premium are attaining at a lower level than those who are not in receipt of the premium, the progress seen by this group of children is increasingly accelerated across the school. In addition to the academic progress made by these children, there also continues to be significant progress made with children's personal development outside of the core areas of learning; this is particularly in relation to SEMH and wellbeing and emotional resilience. From the further embedding our approach of placing children's emotional wellbeing at the centre of all that we do, children's outcomes across the curriculum are being strengthened.

From analysis of teacher assessment data pupil premium children have made the following progress in reading, writing and maths across the year.

Year	At least expected progress			Exceeding expected progress		
	22/23	23/24	24/25	22/23	23/24	24/25
Reading	84% (16/19)	93% (13/14)		11% (2/19)	36% (5/14)	
Writing	84% (16/19)	79% (11/14)		11% (2/19)	36% (5/14)	
Maths	100% (19/19)	93% (13/14)		26% (5/19)	21% (3/14)	

In 2024/2025 we continue to aim to ensure that every child is making at least expected progress with a further increased number making accelerated progress. This is with particular focus on those who have not made expected progress.

Following the introduction of our new writing curriculum (Ready Steady Write) in Spring 2024, although positive impact can already be seen, we are confident that through the further embedding of this approach the impact on pupil outcomes will continue to strengthen.

In 24/25 we plan to explore a new approach to the implementation of guided reading across the school. This will be reflected in the 24/25 action plan.

PP attendance rate in 23/24 was at 90.5%. As a school we are aware of reasons for this rate of attendance and support has been in place to support specific families. In 24/25 we will continue with our support and multi-agency working to ensure that this figure increase across the 24/25 academic year.

2023/2024 has seen significant developments in our Early Years provision, including the continued implementation of the NELI program and increased opportunities for writing and language development across the curriculum. The impact of this has been an increased from 58%(2022/2023) to 80% (2023/2024) of children reaching a good level of development by the end of EYFS.

Our approach to supporting emotional wellbeing through our ELSA provision has continued to see a significant reduction in the level of emotional support required in upper KS2, with children being more confident in self-regulation. This increased independence is enabling us to focus on supporting children at a much earlier age. This targeted support aims to equip all children with the skills to independently emotionally regulate across a wider range of situations and at an earlier stage of their development. In 24/25 the focus will be on further increasing the independence of pupils through the implementation of Zones of Regulation.

This year has seen a significant increase in the number of children in receipt of pupil premium engaging in our extra-curricular offer. In 24/25 we will be continuing to support families in ensuring their children participate in our wider curricular offer and residential across the year irrespective of any financial challenge they may be facing.

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
ELS – Essential Letter and Sounds	Oxford Owl
TT Rock Stars	Maths Circle
Ready Steady Write	Literacy Counts
Nuffield Early Language Intervention (NELI)	OxEd and Assessment
NESSY	Nessy Learning
Access Art	Access Art
Get Set for PE	Get Set for Education
Music Express	Collins
Mastery at Number	NCETM