

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	119
Proportion (%) of pupil premium eligible pupils	17 children (14%)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£25,595 (Financial Year)
Recovery premium funding allocation this academic year	£2000 (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	£27,595

## 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
For all children who are in receipt of pupil premium to make accelerated progress from the July 2022 starting point. .	<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>All pupils benefit from quality first teaching in all areas of the curriculum</li> <li>Teaching meets and supports the needs of all pupils in the school.</li> <li>Increased SENCO hours to ensure that adaptations and support for pupils is having the best impact on pupil outcomes.</li> </ul>
Children with SEMH needs, including both disadvantaged and non-disadvantaged pupils, are better able to self-regulate at different points in the school day.	<ul style="list-style-type: none"> <li>The school continues to 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>Zones of regulation is embed as an approach across the school.</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>NELI is used effectively with children in receipt of this making accelerated progress in this area. This is an early year intervention.</li> <li>Children have more opportunities to both read and be read to by a range of adult across the school.</li> <li>Key vocabulary is used and shared in all areas of learning, with staff modelling use of this across the school day.</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, 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	<ul style="list-style-type: none"> <li>Close monitoring of attendance ensures early intervention if this becomes a concern.</li> </ul>

between disadvantaged and non disadvantaged groups of pupils.	<ul style="list-style-type: none"> <li>The school works effectively with the pupil entitlement team to ensure that any attendance concerns are addressed.</li> </ul>
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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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on children's opportunities for writing across the curriculum and extended writing in English,	Attainment and progress in writing continue to be a focus for the school. Following the introduction of The power of Reading last year, we will now focus on the different opportunities children have to write across the curriculum as well as increasing the opportunities for extended writing.	2
Increase the amount that children are both read with and hear 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 a reading Café at lunch time.</p> <p>In addition the school library will be full refurbished with a new layout and spaces for children to enjoy reading and exploring the world of books.</p>	2,3
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
CPD on Adaptations in the classroom to ensure inclusion for all.	Adaptations are a way of ensuring that all children are able to accessing the learning in the classroom without making it different from what their peers are learning. This, done effectively, will accelerate the progress of children across the class.	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
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.	2,3
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
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
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	1,2,3

	provision for children. This additional time will enable this to happen.	
A review of the school's paperwork around SEND pupils with the introduction of Individual Support Plans	To ensure that the needs of all pupils, including PP and SEND, the school will review the documentation sitting around each child to ensure that targets set are SMART and linked provision is in place which best supports the learning. This is key as a proportion of PP children also have SEND needs.	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
Whole staff training on Zones of Regulation and	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
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 continue working to support them making progress throughout the year on an increased timetable of 4 days per week. The key to this will be children transferring the	1,2,4

	<p>skills learnt into the classroom. Regular reviews of this support and caseload will happen throughout each term ensuring that children's needs are being met and progress made.</p> <p>We are also to focus on early intervention to support children who have emerging SEMH needs.</p>	
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: £ 28,000**

## 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.


### 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

### Service pupil premium funding (optional)

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

Measure	Details



**Further information (optional)**