

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	New Hartley First School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Dave Peddie (Deputy Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,345
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£48,405

Part A: Pupil premium strategy plan

Statement of intent

At New Hartley First School we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We aim to provide all children with access to engaging and varied learning experiences to foster a love of learning and develop enquiring minds. We aim to use creativity and enrichment activities to inspire and enable the development of children as well rounded and confident individuals.

Our pupils in receipt of Pupil premium funding face specific barriers to reaching their full potential. As a school we are determined to provide the support and guidance they need to overcome these barriers. The challenges are varied and there is no “one size fits all”. We consider fully the needs of New Hartley First School pupils in our decision-making.

Our objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

Ensuring that teaching and learning opportunities meet the needs of all the pupils. Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Recognising that not all pupils who receive free school meals will be socially disadvantaged.

Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance and persistent absenteeism of PP/disadvantage children
2	Pupils have limited experiences beyond their home life and immediate community
3	Poor language skills on entry, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home
4	Impact of school closure due to Covid-19 on pupil wellbeing and emotional support for all pupils, including those eligible for PP.
5	Missed / forgotten learning due to school closures could affect slower progress rates towards end of key stage expectations / attainment and generally across the 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
Reduce the absence rate of our PP learners by 3% and reduce the persistent absence rate of our PP learners by at least 15%.	Absence rates of PP learners are in line with non PP learners. Persistent absence rates are consistent across all learners and in line with national average.
To increase parental engagement in order to improve their knowledge and understanding and subsequently support their child's learning.	Parental engagement is increased and feedback reflects a better understanding of how to support their children's learning both in and out of school. Workshops for parents to equip them with the knowledge and skills needed in order to support their child and minimise misconceptions.
Increased wellbeing and emotional support for all pupils including those eligible for PP.	Focus on mindfulness across school and raised awareness of everyone's mental health. Children are more socially resilient.

Across school diminish the difference in reading, writing and maths between PP and non-PP learners.	Achieve national average scores in GLD, phonics and KS1.
Pupil's achievement in wider curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained.	Experiences and visits planned for children across the year and a wide range of extra-curricular clubs. Pupil voice shows a wider understanding of the world around them.

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: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All relevant staff, including new staff, have received up to date training to deliver RWI phonics scheme effectively so they can provide high quality support for their PP learners.	RWI phonics scheme delivered effectively to ensure maximum possible impact.	3,5
Exploration of and training in an approach to the teaching of writing post RWI to help raise standards in writing across school.	Consistent approach to the teaching of writing which enables children to build on their previous learning in a familiar way.	3,5

<p>CPD for staff to create highly effective practitioners in all classes across reading, writing and maths and wellbeing</p>	<p>EEF guide to pupil premium “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” We have looked at the capacity of staff and recognise the need for high quality CPD to further develop staff skill sets.</p>	<p>3,4,5</p>
<p>Teaching assistants to deliver specific intervention and work with PP children where possible. SENDCo to deliver nurture groups.</p>	<p>EEF We have analysed the needs of our PP cohort and have identified a number of children who would benefit from smaller group teaching and interventions this will allow us to increase the amount of attention each child will receive. TAs deployed accordingly. SENDCo will address anxiety and mental health to further remove barriers.</p>	<p>3,4,5</p>

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted structured interventions to children across the whole school using recovery funding and PP funding. Interventions to be monitored at pupil progress meetings.</p>	<p>EEF+4 Accelerated progress for children in receipt of interventions and other targeted support. Having analysed our cohorts we have identified groups of children that need support to address gaps. Provision of QFT and effective challenge for children identified as needing to catch up.</p>	<p>3,4,5</p>

Lexplore reading assessment to identify reading ages and more specific challenges and progress	Lexplore Staff trained to interpret the data produced by the programme in order to target interventions more effectively.	3,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Non-teaching SENDCO to support families with SEND and PP children	EEF-parental engagement	2,4
Vulnerable children to be highlighted and supported through nurture sessions, positive play sessions etc.	EEF - teaching & learning toolkit	1,2,3,4,5
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.	EEF - teaching & learning toolkit	2,3,4,5
School Manager to ensure that parents are made aware of expected attendance levels when they fall below 90%. Partnership working with EWO. Rewards for improved and good attendance.	Gov.uk - spending PP successfully	1

Total budgeted cost: £ 48,405

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 2023 to 2024 academic year.

As our three year strategy is coming to an end we have reviewed all of our intended outcomes over the academic year 2023/2024.

Intended Outcomes

Attendance

Attendance for non-pupil premium children is 96.04% with attendance for pupil premium children 93.92%. These figures show that attendance for pupil premium children is slightly below non pupil premium children. Both our attendance figures for pupil premium and non-pupil premium remain above national average for this academic year.

Parental Engagement

In 2023/2024 we made a concentrated effort to increase parental engagement. Our SENCO, who was non-teaching for 1.5 days, was able to deliver coffee mornings for parents of SEND children. EYFS staff also held phonics meetings with parents outlining expectations and how they could support their children.

Increased Wellbeing

Pupil wellbeing and mental health remains a priority in school due to the Covid legacy. This largely presents as anxiety in an increased number of pupils. Whole school staff training on Zones of Regulation has had a positive impact on all pupils as they learn to regulate themselves and discuss their feelings. Children are much more able to identify and deal with their feelings and we will continue to work on this in our next strategy. Senior Leadership training has also focused on building positive relationships with all of our pupils including our most vulnerable and disadvantaged children, through the introduction of elements of relational practice eg positive noticing. This will be rolled out to all staff in our next strategy. Our SENCO was able to utilise their time in class supporting our most disadvantaged children, including PP and non-PP, and also ran nurture groups to develop self-esteem, resilience, social skills and positive play.

Attainment gap

Our internal assessments and moderation during academic year 2023/2024 showed that all children in receipt of pupil premium funding made progress from their starting points;

Early Years

79.3% of all children in the cohort achieved a GLD at the end of Reception which is above National average by 12.1%

83% of children in receipt of pupil premium funding (5/6 children) in this cohort achieved a GLD at the end of Reception.

Year 1

85.9% children achieved the expected standard in Y1 Phonics screening.

2 pupils in receipt of pupil premium funding but did not achieve expected standard in phonics but made progress from practice tests until the phonics screening. 1 pupil is continuing to make steady progress and is on track to pass the phonics resit in Y2.

Year 2

8 children in receipt of pupil premium funding in cohort. 38% achieved year group expectations in reading, 13% in writing and 50% in maths. These children did not perform as well as the overall cohort; 71% reading, 54% writing and 71% maths. Four children in receipt of pupil premium funding failed their Y1 phonics screening check in 2023. In Y2, two passed the resit and the other two increased their scores from 4 to 26 and 9 to 28, demonstrating significant progress.

Year 3

Children in receipt of pupil premium funding performed broadly in line with non-pupil premium children in this cohort and surpassed them in writing. 80% of Pupil premium children achieved expected year group standard in reading (83% cohort), writing (61% cohort) and maths (83% cohort)

Year 4

8 children in receipt of pupil premium funding, 50% achieved expected year group standard in reading, writing and maths compared to 72% cohort (reading), 63% cohort (writing) and 72% cohort (maths).

Overall

These outcomes show that attainment for Pupil Premium children in EYFS is broadly in line with the overall cohort. In year 3, Pupil Premium children have performed as well and out-performed in writing. In Year 4, Pupil Premium children have performed slightly below the overall cohort but made good progress from their starting points.

All of our Pupil Premium children have made progress from their starting points and continue to do so.

These outcomes also show that the impact of our RWI and L'explore pupil premium activities have supported strong phonics and reading data. These resources equip trained teachers and teaching assistants to support children in need of interventions with specific gaps and support.

Wider Curriculum

All children in our school have benefitted from a wide range of enrichment activities to support our wider curriculum and learning including residential trips, French theatre company, external educators and educational trips for each year group and the transportation costs involved with those, helping to develop the children's cultural capital.

Externally provided programmes

Programme	Provider
Reading assessment	Lexplore
White Rose Maths	White Rose Education Services
Times Table Rock Stars	Maths Circle
Squiggle While You Wiggle	Shonette Bason
RWI	Ruth Miskin