

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Hartshorne CE Primary School & Governor Run Nursery
Number of pupils in school	107 FT + 12 in nursery
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Francesca Mellor
Pupil premium lead	Francesca Mellor
Governor / Trustee lead	Ben Goodyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,830
Recovery premium funding allocation this academic year	£0
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	£45,071

Part A: Pupil premium strategy plan

Statement of intent

At Hartshorne CE Primary School & Governor Run Nursery we strive to ensure all our children leave school being ready for secondary school. By this we expect all children should be able to read and use the four operations in maths confidently. For disadvantaged children who struggle with academics we provide them with essential life skills to become independent, resilient and thoughtful members of the community. We adapt the national curriculum to meet the needs of our disadvantaged pupils to allow them to succeed and access the same objectives as their non-disadvantaged peers.

Our overall intention in using PPG funding is;

- To extend opportunities and to narrow the attainment and achievement gap between PP and non-PP children.
- To use whole school programmes and teaching approaches to enhance phonics, reading, maths and foundation curriculum subjects. These whole school approaches particularly benefit the achievement of the PPG pupils.
- For teachers to identify class intervention for children during termly progress meetings and set actions to maximise impact within class as well as through research based nationally accredited interventions such as 'Sounds Write'.

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching
- Targeted Academic Support
- Wider strategies

At Hartshorne, we want all those children in receipt of Pupil Premium to:

- Make accelerated progress in relation to their starting points
- Reach a good level of attendance and punctuality in line with National data; and follow the social, emotional and behavioural expectations of Hartshorne.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary and early language acquisition Trends over time show that our disadvantaged children entering Reception have low starting points in Communication & language and Personal, social and emotional development.
2	Phonics in KS1 Our data since 2019 indicates that phonics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Despite all children having access to Sounds write in the last academic year, further support is required.
3	Reading and early reading Our assessments show that generally the overall academic progress of our disadvantaged pupils in reading is considerably lower in compared to non-disadvantaged pupils and National non-disadvantaged.
4	Behaviour A consistent approach to behaviour across the school needs to be embedded in order for children to reflect and be able to self regulate.
5	Attendance Our attendance data indicates that attendance among disadvantaged pupils is lower than our non-disadvantaged children. This is particularly true for our persistently absent children. In the academic year 2022-2023, 24.1% of the school's Disadvantaged cohort were persistently absent.

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
Improve attendance, reducing the overall children identified as persistent absentees.	Persistent absenteeism continues to reduce over time. PPG attendance to be in line with non-PPG attendance and with both national and LA
Improve outcomes in reading for PP children from their starting points.	Overall, we are aiming for our Pupil Premium children to achieve like for like in Reading compared to national outcomes. We want all PP pupils to make personal progress from their starting points.

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: £ 3,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund for training of the whole class Neli intervention for the EYFS teacher and resources (Whole class program new year year) £605</p>	<p>On average communication and language approaches have a high impact on pupils of 7+ months additional progress. Communication and language approaches EEF Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively.</p>	1
<p>We will fund training for new and returning staff to be trained in Sounds write so that they can implement the phonics. In reading and writing strategies during lessons and intervention support. <i>(Professional development to support the implementation of evidence-based approaches)</i> £2,000</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Phonics EEF (educationendowmentfoundation.org.uk) Sounds write is an approved DFE provider. Sounds-Write provides the classroom practitioner with rigorous training in how to teach reading and spelling from the moment children begin their schooling in the Foundation Stage, throughout Key Stage 1 and into Key Stage 2. In addition, the programme also provides a highly successful intervention for special needs teachers working at primary, secondary and tertiary levels of education.</p>	2, 3
<p>We will fund release time for EYFS staff to lead on early reading and phonic workshops for parents. <i>(Professional development to support the implementation of evidence-based approaches)</i> X4 morning sessions for Supply cover £600</p>	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of five additional months' progress over the course of a year. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2,3

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

Budgeted cost: £28,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund a TA to complete active play training and for them to deliver the sessions. This TA will also support with well-being support for identified children.</p> <p>£3,820</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social</p>	4
<p>We will fund for the re-sources needed to support the delivery of active play.</p> <p>£500</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social</p>	4
<p>We will fund a teacher to complete Phonics and fluency interventions to improve reading and writing outcomes. (One to one, small group or peer academic tuition)</p> <p>£14,000</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Intervention from DCC</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2,3
<p>We will fund release time for TAs to lead on Vocabulary and early</p>	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, and</p>	1,2

<p>language acquisition programs. <i>(Targeted interventions to support language development, literacy)</i></p> <p>NELI, Talk boost, Sounds write X3 NELI sessions per week £2,100 X4 Sounds write Teacher sessions per week £6,000</p>	<p>some studies found that learning was improved by as much as six months.</p> <p>Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>EEF also states that:</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups.</p> <p>NELI, NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 ADDITIONAL months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale. The cost of NELI is £58 per child (where the programme is used over 3 years with 5 children per year).</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12, 921

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT supervision sessions to target persistently absent	support those families who are PA.	5

<p>children, children whose attendance is below school expectations, and children whose history of poor attendance remains a concern</p> <p>£1,400</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK</p>	
<p>Case study review/parent teacher support meetings</p> <p>X4 Class teacher once a term meeting with parents to review case study -x6 meetings per year</p> <p>£3,500</p>	<p>On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. (Taken from EEF toolkit)</p> <p>Parental engagement EEF</p>	2,3,5
<p>Teacher and TA release time to implement attendance & safeguarding procedures.</p> <p>TA – 4 hours per month (Equates roughly to 5 parent meetings)</p> <p>£400</p> <p>Teacher – 2 hours per month (Equates roughly to 5 parent meetings)</p> <p>£700</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK</p>	5
<p>The school will fund for a selected number of children to be able to attend breakfast club to encourage overall good attendance</p> <p>Breakfast club x4 TA 5 hours per week.</p> <p>£2,521</p> <p>School trips £1,500</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK</p> <p>Cultural capital - Early Education (early-education.org.uk)</p> <p>States that:</p> <p>It is important to recognise that everyone has cultural capital – that is – knowledge, skills and behaviours, and that these accumulate over time through many different experiences and opportunities. Cultural capital is understood to contribute to 'getting on in life' or 'social status', i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.</p>	5
<p>Implementation of school wide Zones of regulation training sessions</p> <p>We will fund release time for SENCO to monitor impact</p> <p>£5,000</p>	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months' progress.</p>	1,4

	Self-regulation strategies EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £ 45,071

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 2024 to 2025 academic year.

Attendance focus began to show an impact on attendance of children classed as persistent. 7.3% PA, 6.4% 100%
NELI for the whole class showed limited impact but individual targeted NELI showed impact. 80% made progress by increasing their standard score. At the start 100% had concerns and 60% had no concerns at the end of the intervention
Zones of regulation has shown a positive impact on children without SEND
Nurture group and Positive Play have had a positive impact on those who have attended.

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
Power Maths	Pearson
Inference Training	Derbyshire County Council
Phonics	Sounds-Write
Behaviour	Behaviour Hubs DfE

Service pupil premium funding (optional)

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

Measure	Details

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Bees: We have two bee hives in school that are looked after externally. Children are required to support the making of the hives, monitoring them and honey extraction. The children also jar the honey, make labels and help sell the honey in the community.

Oven/hob: We have a small area in school which will soon house an electric oven and hob in order for children to cook linked to healthy eating policy. This will also give children the skills to live and be independent

Subsidised school visits: All school visits are heavily subsidised by the school for affordability.

School Uniform: We have a school uniform with school logo but it is made clear to parents that this is not essential, just the colour choice is essential.