

# 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	Hartington CofE Primary School
Number of pupils in school	18
Proportion (%) of pupil premium eligible pupils	0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	yearly
Date this statement was published	2 <sup>nd</sup> September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	T.Blackwell
Pupil premium lead	T.Blackwell
Governor / Trustee lead	Kathryn Webley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Recovery premium funding allocation this academic year	£4585.01
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	£4,584.01

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Raising standards in reading
2	Development of oral literacy skills
3	To 'plug the gaps' in pupil learning and progress in reading (including retention of phonics sessions taught)
4	To develop recall and application of multiplication / division facts / number bonds and other key skills in maths
5	Support and development of friendship groups

### 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
To begin to close the gap regarding attainment and progress in numeracy and literacy through accelerated learning taking place – intervention programmes. To consider the introduction of the National Tutoring Programme.	Children in all year groups working in expected levels or working towards these levels. Evidence reflected on school's monitoring and assessment grids. The external National tutoring programme was not accessed but support was provided internally via staff in situ due to group sizes and whole school pupil numbers.
For the target group of children making accelerated progress through the intervention programme NELI regarding the development of children's oral skills.	Using the data collected throughout the delivery of the programme and comparisons made to entry and exit data, to determine if accelerated progress has been made. Analysis of this data has shown that all pupils who took part in the programme made progress and were working at a higher level than on entry. A report has been produced and presented to governors.
To raise standards in delivery of the phonics programme by staff. To update the provision of resources and the scheme which the school has in place. To attend CPD training	Investigate and purchase a new phonics scheme which is DfE accredited. To link to a reading scheme to promote fluency in decoding, implementation and learning of

<p>for early years and key stage 1 staff to promote a raising of standards in the delivery and understanding of pupil decoding, reading fluency and phonic skills.</p>	<p>HFW. The training and CPD undertaken by staff will raise standards in delivery and close the gaps in age related expectations for pupils. (This target will remain on-going for the academic year 2022/2023).</p>
<p>To focus on key skills in numeracy using apps and the ipad each morning to promote speed and accuracy in recall of key skills and the ability to apply this knowledge within numeracy lessons. To consider the purchase of the Renaissance 'Freckles Programme' to support the identification of gaps in pupil learning and through this identification put bespoke learning pathways into place for pupils. To introduce and use the White Rose Scheme alongside other maths scheme to promote and deliver layered teaching to pupils.</p>	<p>The purchase of the Freckle programme has taken place but the implementation and delivery of the 'Freckle' programme has been deferred to September 2022 due to CPD training to take place regarding its delivery for all staff. The use of the white rose scheme has supported a more dedicated and structured skill based learning for pupils. Being delivered in unison with other resources has begun to support layered learning within pupils knowledge, progress and attainment. The use of the ipad each morning to target key skill has also made a positive impact in some areas of the maths curriculum, i.e. multiplication tables, number bonds etc.</p>
<p>The integration of the PSHE programme throughout the curriculum making cross-curricular links to deepen impact on learning and children's behaviour towards each other and the promotion of positive, reciprocal and effective friendships groups throughout the school. (Links to be made to the Nurture Programme delivered within the summer term).</p>	<p>The structured programme has provided a foundation for the delivery of this subject and where possible cross curricular links have been made. Supporting the delivery of PSHE through collective worship has had a positive impact on some children as they have begun to be more aware of the 'Big Picture' and are developing more empathy with individuals and some situations for example, loss and bereavement. Making relevant links to the nurture programme delivered has also had a positive impact for some regarding friendships and being more tolerant of their differences, learning to negotiate and compromise when disagreements occur.</p>
<p>To support and promote a love and resilience in reading through the delivery of the accelerated reading programme and the development of the library system in school. To raise standards and ensure that the children who access the scheme are achieving age related expectations within the scheme.</p>	<p>Additional books have been included to provide a wider genre and access to a range of authors within the accelerated reading programme. In the initial part of the academic year all pupils were completing books and quizzing but as the year has progressed some children have become less motivated. This has resulted in some meeting and going above their target, whereas others are below the age related expectations. Canvassing the children for reasons to this decline has shown that children who are not reading or reading less, are now accessing outdoors activities after school so there is less time to read. The introduction of the 'reading lady' and access to library books has had a positive impact in the target group (EYFS / SEND</p>

	pupils) and they look forward to this sharing of books by favourite authors, exploring different genres together. This in turn has impacted language and listening development, i.e. received and reciprocal.
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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: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with cluster schools and attending relevant training and moderation meetings	Raised standards in teacher delivery in writing, phonics and IT Appropriate support network to share good practice Attending appropriate training to develop and raise teaching standards within local cluster.	1 and 2
To apply to undertake and deliver the NELI programme targeting specific children for language development	Good reviews from schools who have undertaken and delivered the programme and research which has quantified accelerated pupil progress. Making links to earlier programmes undertaken and introduced i.e. ELSA which enable and facilitate a layered learning approach for pupils and teachers to take place.	1 2 and 3

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To undertake phonic training and review phonic resources in school with the intent to	Raised standards in reading through a dedicated phonics programme linked to phonics books to support the development and recall of graphemes	1, 2 and 3

purchase a new phonics and reading scheme.	throughout the different phases. Raised standards in teacher knowledge and a uniformed approach throughout the school regarding phonics and reading which will also allow intervention to be put in place for older pupils.	
Investigation into the 'Freckles' Programme, its implementation and projected pupil progress and attainment.	The programme provides opportunity for a bespoke curriculum to be delivered to all pupils delivered on the Ipad which pupils enjoy using, which became very evident during the pandemic. This will help to close gaps in learning whilst providing opportunities to re-visit units of work and embed previous learning. Opportunities for challenge can also be provided due to the format of the programme. That is, it adapts the work provided based on the responses given by individual pupils. Teachers are also able to include specific work for groups or individual pupils to access. The programme supplies CPD for teachers thereby raising confidence and personal knowledge within the subject.	2 and 4
To include access to a structured nurture programme which targets social, emotional and mental well-being in pupils.	These sessions provide the opportunity for both individual and group development to occur due to the completion of the Boxall Profiles prior to and after the sessions. This creates data which links to the evidence of success criteria, whilst also providing future targets for later sessions. There is also a raise in standards regarding behaviour and the children's ability to deal with emotions, compromise and conflict. The programme also helps to underpin the values, vision and ethos of the school. The children appear happier so are more willing and confident to access the content of the curriculum.	2 and 5

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

Budgeted cost: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to the positive support programme / and / or the ELSA trained member of staff	Advice and support regarding strategies from the ELSA trained member of staff is always available and works towards promoting whole staff continued	1,2,3,4, and 5

to support mental and emotional well-being on a daily basis.	development regarding the dealing of incidents, putting strategies into place for pupils etc. This member of staff also has continued access to the Educational Psychology Service and attends briefings with other trained ELSA staff to procure her own CPD.	
To develop positive mental health and well-being through the links to the Ambassador School project with the National Park Ranger Service and becoming an Ambassador School.	The continued development of the school's 'Quiet Garden' which has made links to community projects – wild flower project, litter scheme, Walk of words through the church, willow weaving project, the installation of an orienteering course, the proposed development of the village trail, active across ages project etc. The children benefit from these interactions and relationships through the promotion of leadership skills, emotional and social well-being, language and communication development, friendships, respect for others and the diversity of not only the village community but also the wider community etc.	1,2,3,4 and 5
Access to the White Peak Benefice Group.	The participation in 'Messy Church' activities which support the development of friendship groups with other children from small schools. Links are also made to Whitehall and Lea Green through school and wrap around provision events HYPAC (Hartington Young Person Activity Group)	1,2,4, and 5

**Total budgeted cost: £4,000.00**

## 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.

The training for the teaching staff regarding 'Shape coding' made a positive impact with specific pupils on the SEND register regarding language and communication and its links into reading and writing. The structured programme helped the content of the curriculum used as the vehicle of delivery to be more relevant and accessible content to the children. Links have been made to other curriculum areas to help promote cohesion and layered learning to take place.

Despite putting in more targeted support it was found that following lockdown pupils were returning to school with greater gaps in their understanding of concepts and facts within number work. The school followed the recommendations set by the DfE regarding the specific units to be delivered. All pupils have made progress but some have been unable to make the accelerated progress required to achieve expected levels by the end of the academic year. Therefore, if further funding is to be made available to schools then additional work will take place through the National Teaching Programme but in unison with the Active Maths Initiative.

The continued pupil progress in the Accelerated Reader Programme of those that were eligible, varied from pupil to pupil due to the level of support provided by home in regards listening to their child read each evening, asking questions about the content, characters etc. This then resulted in school staff timetabling in and undertaking additional reading sessions within the school day to maintain pupil progress for some pupils.

It was determined that the Myon Programme targeted pupils who were at the top of the ZPD scale and it was decided that the purchase of the programme would not be best value for money due to the number of pupils attaining this higher level. Therefore, individual books were purchased for these target pupils.

Making links to the Arch Bishop of York Young Leaders Award and the content of the collective worship help to embed the new reward system within the school and impacted the children by providing a positive and relevant forum in which to target their self-esteem, confidence and ability to feel worthwhile. It also allowed pupils to work through a forum to renew their contact with the community and become aware with key issues nationally through charities and initiatives. The pupils also demonstrated a greater ability to spontaneously support each other when facing challenge within the curriculum by being positive, sharing ideas, offering advice or demonstrating how or

where to find the information needed to continue with the work. The positive praise between the pupils themselves which had been modelled by all staff, was particularly effective and supported the successful outcome of the project.

The work undertaken and completed within the Arch Bishop of York Young Leaders Award has allowed the school to successfully re-new friendships with community members and develop work undertaken during the previous academic year when working with the Youth Sports Trust on a pilot Intergenerational Project (AAA). This has also made links to the development of Wildflower gardens throughout the village, a litter pick initiative, raising pupil awareness of the work undertaken by the Alzheimer's Society, the Quiet Garden's Initiative, Captain Tom's Golden Mile and the Smile Train Programme. Links were also made to the Royal Mails 'Heroes Stamp Design Competition where they again made links to themselves and their families. These programmes have supported pupil awareness and in particular the older members of the pupil's how even living in a small rural community can impact on others, including people they don't even know and that they can make a positive contribution and a difference. The content of the Awards and Initiatives also created a meaningful forum to produce specific work within different curriculum areas

The school also achieved ELSA accreditation and the support received from the educational psychology department will remain in situ for the next academic year in addition to the support package purchased with this service. This partnership will ensure further training and up-dates can be accessed and a mentoring programme for the ELSA facilitator will continue then the content cascaded to all staff. This in turn will promote continuity between all year groups, during the transition process for new pupils and for others when changing class. Due to the added experience of the staff potential concerns can be alleviated earlier and with quicker success.

## Externally provided programmes

Programme	Provider
Arch Bishop of York Young Leaders Award	Diocese of York
Ambassador Project	National Park Ranger Service

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

The school also delivers a shape coding programme to pupils on the SEND register by a trained TA. These sessions promote access to language, reading and writing development for the pupils. The TA attends termly briefings with other practitioners and the Educational Psychology Service to share good practice, share ideas and discuss possible future ways to develop the shape coding programme into individual settings.

Aspects of this programme is also integrated into the delivery of literacy and language development for other pupils within the cohort / class. This programme requires the use of the rest of the funding allocation i.e. £600 to pay supply cover for moderation, training cover and the additional delivery opportunities. (Some of the costings come from the SEND budget. It must also be noted that two pupils entered school mid-term who are in receipt of pupil premium funding but were registered following census day so they are not currently receiving any funding. To support these pupils, the Renaissance maths programme 'Freckles' is to be purchased and training attended. The school is to use this programme as an intervention tool so additional pupils will also be targeted and an individualised programme identified.