

Pupil Premium Strategy Statement:

Hartington C of E Primary School 2020/2021



1. Summary Information				
School: Hartington C of E Primary School (8303041)				
Academic Year: 2020-2021	Total PP budget: £2,640 (2 pupils)	Number of pupils eligible for PP: 2	Date of most recent PP Review: September 2020	Date for next PP strategy review: August 2021

2. Current Attainment information cannot be published because it relates to two pupils and would therefore be identifiable. This information is held confidentially in school.

Both statutory assessments and our internal assessments show disadvantaged children making good attainment and progress. This information is part of our self-evaluation but because of our small cohorts and given the inevitable variability of progress it is only part of our monitoring process. We focus on individual disadvantaged children, and at present these children are found to be making at least as good progress as non-disadvantaged children with similar starting points. This is monitored through the schools tracking system.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school*)

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| A. | Some disadvantaged premium children have low prior attainment, in some cases resulting from gaps in schooling |
| B. | Specific additional needs including those being supported as SEN |
| C. | Weaknesses in learning behaviours, e.g. lack of independence, self regulation or resilience. |
| D. | Social, emotional and behavioural problems affecting wellbeing and progress |

External barriers (*issues which also require action outside school*)

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| E. | None identified at present but this is constantly reviewed |
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4. Outcomes (*desired outcomes and how they will be measured*)

Success Criteria

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| A. | At least good progress / attainment. | All disadvantaged children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up and close the gap with their cohort. |
| B. | Additional needs are supported effectively | Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that children in receipt of Pupil Premium funding face. Additional funding / advice / support and assessment is applied for or sought from target agencies. Key staff |

		are placed to support any individual programmes planned for. The school's SENCO works closely with the allocated SEND Officer to support GRIP'S applications.
C.	Improved learning behaviours	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers, SENTA's, parents, carers and facilitators from outside agencies. Purchase of specific agencies and the development of personalised programmes are implemented effectively in partnership between home and school.
D.	Good progress in PSED.	Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased participation in class, reduction in friendship/ social issues, increased social integration. This is further supported by the schools peer buddying programme, House Teams to support and model positive behaviour and reward system, taking part in the Anti-Bullying and Safety on line Programmes, and the delivery of a PSED Curriculum adhering to the current guidelines, which includes opportunities for the Nurture/Positive Support Programmes.

5. Planned Expenditure: academic year 2020/2021: £2,640)
The headings below outline how pupil premium funding is being used to improve classroom pedagogy for all pupils and to provide targeted support for whole school strategies. Where possible targeted support for pupils is outlined but where this would identify an individual pupil/s this information is held in school rather than being published.

I. Quality of teaching for all

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
At least good progress	Continue to provide additional TA support in KS1 classroom during the week to support the delivery of literacy numeracy and closing the gap between learning and attainment. Additional provision to develop key skills and language is also to be provided. Additional time is to be given to KS2 class to support access to the	We have seen already that this targeted TA/ teacher support, for example extra focussed reading and spelling, additional phonics programmes, behavioural/social programmes), has a direct impact on the results and progress of specific children. In numeracy scribes have been organised to	Ongoing tracking of progress through age related targets and outcomes. (In line with expected, emerging, and exceeding levels). Through bespoke programmes for individual pupils progress is monitored in relation to attainment and the pupils being able to access a differentiated curriculum at their present academic level. To follow the numeracy scheme of work and include tasks, challenge, mastery and activities from the White Rose Scheme of Work in upper KS2	Head (SLT) KS2 Teacher SENTA / SENCO Outside agencies – SSSEN, Educational Psychologist Autism Outreach	Half Termly (6 times per year)

	<p>literacy programme. Additional support in numeracy – is to also be provided throughout the week but is to be monitored and is dependent upon need, pupil progress and attainment.</p>	<p>support the children focusing on the understanding of concepts, strategies and problem solving rather than just on the recording.</p> <p>Key skills are to be over learnt using Ipad apps and dedicated programmes to support individual learning pathways, progress and attainment</p>	<p>and the Maths scheme of work used in KS1. Links are to be made to other curriculum areas whenever possible to provide opportunities for problem solving and the development of key language within word problems.</p> <p>The application for additional funding through GRIPS and the inclusion of support through the SSEN Service working on individual programmes. To track and monitor the impact on learning and progress through the addition of additional TA support within literacy and numeracy.</p>		
<p>Additional needs are supported effectively</p>	<p>Identify CPD for staff within Nurture support and SEND specialisms linked to specific children's area of need i.e. dyslexia training, Attachment Disorder Training, autism training, the development of keyboard skills, Positive Play, development of Nurture Group etc. (Whole school budget) SEND training and updates for SENCO as identified by the LA and as required by individual pupil need. Writing of GRIPS Applications, and referrals to outside agencies.</p>	<p>Improving staff knowledge and skillset will have immediate impact in the classroom, enabling them to further support from an SEND and behaviour perspectives. Multiple barriers to learning faced by some PP children have a cumulative effect on progress and wellbeing but benefit from working within targeted groups including individual and whole school ensuring full inclusion in all areas of the curriculum and ensuring full inclusion. This also supports</p>	<p>Track progress of these children through the schools assessment and tracking system which is linked to age expected expectations. Provision of Gold Package for the Educational Psychology Service (Additional reports and assessments are likely if GRIPS/EHCP are applied for and the cost will be included within the Gold Package).</p> <p>To develop and monitor pupil specific programmes linked to the Nurture and Positive Play Programme content for individual pupils including the provision of evidence for GRIPS Applications (to include SSEN Support).</p> <p>The impact made on individual pupils being involved in Nurture and Positive Support Programmes progress reported via base line and exit</p>	<p>Head, Teaching staff (SLT)</p> <p>SENTA / SENCO</p> <p>Nurture Group/ Positive Support Programme facilitator</p> <p>Outside agencies – SSEN, Educational Psychologist Autism Outreach</p>	<p>Termly – monitoring of children through school's marking system</p> <p>Meetings between pupils, school, outside agencies and home.</p> <p>Tracking of individual pupils progress and attainment through the schools internal system 'Cornerstones' which follows age expected attainment.</p>

		empathy between disadvantaged children and their peers and works towards the development of social and emotional well-being of all targeted children.	assessment data.		
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Total budget cost: £2,640

II. Targeted support

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
<p>Improved learning behaviours and attitudes</p> <p>Accessibility to a differentiated curriculum</p> <p>Development of an individual learning pathway</p> <p>Development of social, emotional, wellbeing and friendship groups</p>	<p>Focus on positive behaviour reward sticker system alongside focus on children's engagement in and responsibility for their own learning, by self and peer assessment. This is to be facilitated by teachers in KS1 & KS2. The reviewing and continual moderation of the House team system in place within the school which allows for the development of SMSC. –Link to the Recovery Curriculum, School Council and Pupil Voice.</p> <p>The embedding of the School's Christian Values via Collective</p>	<p>Pupil tracking meetings have highlighted some pupils for whom poor learning behaviours are preventing progress (e.g. children lack independence or are easily distracted or disruptive)</p> <p>The development of mental, social and physical wellbeing of disadvantaged pupils with a focus on friendships.</p> <p>For pupils to refer to previous experiences in an attempt to regulate their own behavioural patterns through referencing social story experiences, the modelling of appropriate behaviour</p>	<p>Observations and pupil tracking meetings, children's work and their evaluations of activities/tasks undertaken individually and in groups ie: 'What have I learnt?' – 'Everyone has a voice'</p> <p>The continual promotion of the Peer Buddying Programme / embedding House teams / school council meetings. The embedding of the School's Christian vision and values within the school curriculum.</p> <p>Monitoring of pupil behaviour, relationships and interactions/exchanges between each other is to take place throughout the school by all staff members. Impact of the programmes is to be recorded through base line and exit assessments. The evidence will be collated through observations, school council meetings, pupil voice, Collective Worship, partner of the</p>	<p>Head (SLT) Teaching staff</p> <p>Nurture Group/ Positive Support Programme facilitator</p> <p>School Partners eg; Music Partnership, National Peak Park Ranger Service, Youth Sports Trust (AAA)</p>	<p>Termly meetings – Staff meetings School Council Governor Meetings</p>

	<p>Worship then links made throughout the school's curriculum.</p> <p>Application for Behaviour Support Services / delegation of Early Help Offer Funding towards Nurture Groups and positive support programmes. To implement Social Story Training and a dedicated time frame for the delivery of devised programmes. This is to be linked with school Improvement Plan and initiatives to ensure programmes are put in place are self-sustaining by both staff and children.</p>	<p>and outcomes. Links and work undertaken through the Nurture Programme and the School's Christian ethos and vision.</p> <p>It has been noted by staff and parents/carers that due to the small cohort sizes there is some evidence of a deterioration regarding behaviour and exchanges within friendship groups. This is impacting on pupil's attitude to each other, school work and outside facilitators. During the previous academic year progress has been made with individuals but will continue.</p>	<p>school and parents etc.</p> <p>Reporting to Governing Body via written and verbal reports from the Head teacher.</p> <p>Evidenced against British Values, schools Christian values, Ethos and Vision statement.</p> <p>The continued taking part in external initiatives and opportunities to help promote a wider diversity of people the school works alongside and the children interact with to instil a sense of community, friendship and self-worth.</p>		
<p>The closing of gaps in learning for targeted pupils and to access work to support attainment of targets in age year groups thereby reaching age related expectations</p>	<p>Provision of differentiated curriculum and additional support where needed / the introduction of specific programmes to support learning and independent access to the curriculum content. Relevant and appropriate assessment</p>	<p>Children's attainment is fast tracked and the gap between the years baseline and projected targets to be achieved. Small cohorts and learning groups. This will support a closing of the gap in their learning and begin to bring progress and attainment in line with</p>	<p>Observations and pupil tracking meetings, children's work and their evaluations of activities/tasks undertaken individually and in groups. Assessments undertaken via outside agencies and strategies implemented. Application for GRIPS for one child – reports from Educational Psychologist Referral to SSSSEN Service to support this application. SENCo to re-attend GRIPS application panel meeting to embed a better</p>	<p>Head (SLT) Class teachers and Teaching Assistants, SLT</p> <p>RE-Co-ordinator, Diocese, School Link Officer</p>	<p>Termly meetings to upload progress and attainment. To monitor progress through assessment and tracking meetings within key stages via curriculum, assessment and staff meetings.</p> <p>Children accessing</p>

	to be undertaken then subsequent advice / programmes to be delivered.	their peers. The development of children's resilience to their learning and the beginning of setting own targets and the creation of a more positive attitude to both success and failure through the development of the school's reflection spaces.	understanding of the GRIP application content requirement. To work alongside the school's SEND Officer. The implementation and development of the Positive Play / Nurture Programme through continued staff training and development which includes the purchase of resources and creation of an appropriate space within the school. The continued development and review of reflection spaces within the school and the playground.		individual programmes and being able to transfer skills from the programme into the classroom.
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Total budget cost: £2,640 + money designated to the development of outside / library area (£4,000)

III. Other approaches

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	Monitoring and evaluation strategies to be used to ensure effective implementation	Staff Lead	Review of implementation
Good progress in PSED and the development of life skills to help promote friendships, mental, emotional, social and physical well-being.	Support children to attend residential programmes, educational visits and sporting events on and off site as well as attending Breakfast Club/ After School Clubs. The payment for out of school events and trips Costings. Nurture / Positive support programmes. Collective Worship – topics and themes	Some children would not be able to access these events due to financial hardship which would further impact on social, mental health and friendship issues. In some circumstances, extra 1:1 support needs to be provided during these events to ensure full inclusion and access to the curriculum at the appropriate level	Level of participation in extracurricular activities, wraparound care and educational visits. Development of specialised programmes for individual pupils. Pupil feedback - School Council including named governors to report to Governing Body Head teacher Reports to the Governing Body	Head (SLT) Governing Body SENTA / SENCO Nurture Group Facilitators	Termly – minimum of 6 times per year Monitor funding and impact of additional support through school's monitoring process.

Total budget cost: £2,640

6. Review of expenditure				
Previous academic year: 2019/2020				
I. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
Improved learning behaviours	<p>Specific programmes of CPD for staff to help support targeted children to access specific programmes to meet their needs e.g. behavioural and social development. (Including the continual development of a peer buddy system / house team system).</p> <p>Gold Package – Educational Psychologist Assessment for targeted children in support of future GRIPS Funding.</p> <p>Nurture / Positive Support Programmes</p>	<p>Targeted children and whole school benefited from the direct specific training of staff through outside agencies. However, widely these strategies helped staff to deal with all types of behaviour across the school.</p> <p>Individual TA support each morning and when needed at other times, supported target children in class 1 access a differentiated curriculum.</p> <p>Advice and support delivered including assessment and reports for school and parents.</p> <p>Some pupils have also demonstrated progress beyond expected levels in some subject areas showing greater depth of knowledge.</p> <p>Benefits for children’s emotional and mental well-being. Targeted focus and objectives for individual children.</p>	<p>Worthwhile investment, learned strategies have helped with many children in application of taught strategies throughout the school-linked to house points, buddy systems, inclusion within projects i.e. Active across Ages and the Ambassador Projects and the content of curriculum.</p> <p>Advice for staff regarding possible funding applications and teaching support in class.</p> <p>Development of appropriate behaviour strategies to support positive attitude towards learning and management of behaviour and unwanted outbursts.</p> <p>Excellent provision for Class 1 and EYFS children and individuals. Development of social skills, friendship relationships and turn taking. To continue next academic year and link to Recovery Curriculum to be delivered to whole school.</p>	<p>£600</p> <p>Costs for Full time TA per morning five days per week for 1 term (Target children moved area)</p> <p>Link made to Early Help Offer Funding.</p>
II. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
Additional needs are supported effectively	Part time 1-1 TA support given to 2 children for numeracy as required. Part time 1-1 TA Support given to 2 children in literacy as required.	All children have identified targets monitored through the tracking system to ensure appropriate progress is made	This information is available in school via the assessment system In summary – this was a worthwhile investment	variable
At least good progress	Early intervention strategies, supporting small group work to raise attainment and improve progress through advice from training, outside agencies etc. additional teacher support, time out – social stories. Provision of resources ie: lap top for home learning.	Targeted children have good progress (one made beyond expected progress in literacy and expected progress in numeracy). One child transitioned well into class two becoming fully integrated into routines and programmes.	Worthwhile investment Worthwhile investment	Variable

III. Other approaches

Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
Good progress in PSED	Financial support given for children to attend residential programmes, extracurricular activities and events on and off site. (Inclusion of Breakfast Club). Additional T.A. or teacher support is provided when required to ensure equal opportunities and no pupil is excluded from taking part.	Children are able to fully participate in all school activities and are not disadvantaged in any way. Some children who need 1:1 support for offsite and specific on site activities are able to access these too and additional TA / teacher support is purchased to ensure appropriate support to ensure individuals can access the curriculum at their individual level.	Worthwhile investment, parent feedback was very positive	Variable

7. Additional Detail

Budgeted for teacher / TA support for pupils in numeracy 5hours in Class 2 and 5 hours in Class 1
 Budgeted for T.A. support in literacy/ numeracy 5 hours in Class 2 plus 2.5 T.A. hours for PSHE lessons per week in Class 1/Class 2 (links made to transition and Nurture / Positive support programmes)
 Additional support for daily deliver of literacy and numeracy for targeted pupils in Class 1 (10 hours per week) September –July plus other curriculum areas when necessary and if available (Linked to SIP) Possible additional government funding to be accessed to target pupils – development of key skills / recovery curriculum

Purchasing of specific resources to support learning – APPS, typing tuition, Bright Futures (IT), Music partnership etc.

Purchased Gold Package from Educational Psychologist – CPD for all staff to be identified and attended linked to specific needs of children – Positive Play / Nurture Programmes, assessment and report writing – linked to GRIP'S funding application.

Consideration for the re-application for small school contingency funding – minimum of £6,000

Continuation of projects linked to sport, community cluster schools to promote emotional, social and mental well-being and Christian Values.

Consideration for application GRIPS funding or EHCP for two children.