

# 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	Hartington CofE Primary School
Number of pupils in school	23 increased to 25 in spring term 2
Proportion (%) of pupil premium eligible pupils	%
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 2022
Date on which it will be reviewed	July 2023
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. The National Tutoring Programme, funding is to be utilised internally and TA / Teacher support and quality first teaching to be delivered to target pupils.	Children in all year groups working in expected levels or working towards these levels. (Closing of attainment gaps). Evidence reflected on school's monitoring and assessment grids. The external National tutoring programme will not be accessed but support is provided internally via staff in situ due to group sizes and whole school pupil numbers.
For the continued targeted 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 will be produced and presented to governors in the summer term.
To raise standards in delivery of the phonics programme by staff. To update the provision	To implement the new phonics scheme which is DfE accredited. To link to the

<p>of resources and the scheme which the school has in place. To attend CPD training 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>reading scheme to promote fluency in decoding, implementation and learning of HFW. The training and CPD still being undertaken by staff will raise standards in delivery and close the gaps in age related expectations for pupils. To ensure the correct pronunciation of graphemes and ensure 'pure' sound is delivered. Training to be delivered to support providers of the accelerated reading programme by teaching staff. Staff to attend twilight training with cluster schools delivered by LA Literacy provider to promote understanding of children's process of learning.</p> <p>The additional purchase of challenge books within the Collins Reading scheme and phonics books. To purchase and implement the Collins 'running record' assessment to ensure all children are accessing the correct phase of books which reflect the child's current reading level to support the promotion of fluency etc. and becoming a successful reading using a 'reader voice'.</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 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 current staff and the new teacher in Key Stage 2 once appointed in readiness for September 2023. 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. A member of staff has been assigned to be numeracy co-ordinator. Changes within the curriculum are to be cascaded to other staff in the summer term. 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>To re-visit and send out a consultation document to all parents regarding the</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. Links have also been made to the RSE programme from the Derby Diocese. Making relevant links to the nurture programme delivered</p>

<p>implementation of the PSHE scheme of work including the RSE</p>	<p>throughout the school 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. Tasks and activities to raise self esteem and self-worth have also been implemented and accessed following the completion of Boxall Profiles at entry and exit to the programme.</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 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.</p>

## 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
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<p>Working with cluster schools and attending relevant training in literacy delivered by the county literacy advisor. Moderation meetings</p> <p>The purchase of challenge reading books within the phonic scheme phases 2-5.</p> <p>The purchase and implementation of running reading record (miscue analysis) to ensure children are reading the correct phase of books.</p>	<p>Raised standards in teacher delivery in writing, phonics and reading</p> <p>Appropriate support network to share good practice</p> <p>Attending appropriate training to develop and raise teaching standards within local cluster plus county training in line with SIP.</p> <p>The development and raising of fluency and reading standards including application of phonic skills and strategies when reading, writing and spelling phased reading books plus other curriculum work.</p> <p>To undertake and complete reading records for children in key stage 1/2 who are accessing the schools reading scheme each half term to ensure pupils are reading the correct phase books and promote accelerated learning, closing gaps etc. .</p>	<p>1 2 and 3</p>
<p>To re- apply to undertake and deliver the NELI programme targeting specific children for language development</p> <p>To develop confidence and self-esteem in pupils accessing the programme</p>	<p>Good reviews from schools and the previous year's outgoing assessments within school who have undertaken and delivered the programme and research which has quantified accelerated pupil progress.</p> <p>Making continued 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.</p>	<p>1 2 3 and 5</p>

## 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
<p>To undertake phonic training and review phonic resources in school with the intent to purchase a new phonics and reading scheme.</p>	<p>Raised standards in reading through a dedicated phonics programme linked to phonics books to support the development and recall of graphemes 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.</p>	<p>1, 2 and 3</p>

<p>The provision of targeted support for pupils who access the accelerated reading programme – governor support, supply teacher (link to National Tutoring Funding)</p>	<p>Raised standards in reading as proven by reading tests and resulting ZPD levels increasing. Children are to re-ignite their love of reading and broaden the genres of book they are familiar with, including the identification of favourite authors. Ability to access reading comprehensions and be able to accurately answer inferred and direct questions about the content.</p>	
<p>Deliver of the 'Freckles' Programme, its implementation and projected pupil progress and attainment throughout the school in key stages 1 and 2.</p>	<p>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.</p>	<p>2 and 4</p>
<p>To include access to a structured nurture programme which targets social, emotional and mental well-being in pupils.</p>	<p>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.</p>	<p>2 and 5</p>

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

Budgeted cost: £1000.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Access to the positive support programme / and / or the ELSA trained member of staff to support mental and emotional well-being on a daily basis.</p> <p>For a named member of staff to train as the Mental Health Lead for the school.</p> <p>For a named member of staff to train as the Autism Advocate Lead within school and disseminate to whole school.</p>	<p>Advice and support regarding strategies from the ELSA trained member of staff is always available and works towards promoting whole staff continued 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.</p> <p>To undertake relevant training once funding has been received from the DfE. Action Plan to be produced regarding audit undertaken during the training identifying development of staff and pupil mental health and well-being plus resources if needed.</p> <p>To attend training and raising staff understanding of autism and how it can be recognised and appear within pupil's. The dissemination of information to the staff from the Autism Lead.</p>	<p>1,2,3,4, and 5</p>
<p>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.</p>	<p>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. Links to the renewal of the Hartington Village Trail, Coronation of King Charles 111</p>	<p>1,2,3,4 and 5</p>
<p>Access to the White Peak Benefice Group.</p>	<p>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</p>	<p>1,2,4, and 5</p>

	Green through school and wrap around provision events HYPAC (Hartington Young Person Activity Group). Access to cluster school's via curriculum sport and PE.	
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**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 2021 to 2022 academic year.

The training for the teaching staff regarding 'Shape coding' continued to make 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.

All pupils have made some progress in the numeracy curriculum throughout the school but some pupils who have received additional support have been unable to make the accelerated progress required to achieve expected levels by the end of the academic year. Therefore, further funding made available to schools additional work took place through the National Teaching Programme in unison with the Active Maths Initiative. However children are becoming more confident when accessing the numeracy curriculum and their development and retention of number skills and operations through the repeated use of specific apps and Freckle Programme.

The continued pupil progress in the Accelerated Reader Programme of those that were eligible, varied from pupil to pupil at home in regards listening to their child read each evening, asking questions about the content, characters etc. This has resulted in school staff timetabling in and undertaking additional reading sessions within the school day to maintain pupil progress for some pupils. These additional sessions were then supported by governors (ex- teachers and 'friends of the school') who have been trained to undertake reading sessions with pupils and support progress within the Accelerated reading Programme in order to raise attainment and enjoyment when reading.

Making links to the National Park Ranger Service and the content of the collective worships help to embed a successful reward system within the school, which continues to positively impact 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 training of Year 6 pupils to deliver Collective Worship made a huge impact on resilience for pupils especially in class 2. Good links to the development of oracy skills was made. 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 worships as was evident by the achievement of the Year six pupil receiving the Bishop's Badge.

The work undertaken and completed during the academic year has promoted and allowed the school to successfully re-new friendships with community members and develop work undertaken during previous academic years when working with the Youth Sports Trust on a pilot Intergenerational Project (AAA). This has also made links to the continued development of Wildflower gardens throughout the village, a litter pick initiative, raising pupil awareness of the work undertaken by the MacMillan, the British Heart Foundation, and the Quiet Garden Programme. Links were also made to the 'Walk of Words' introduced by the Local Church. This again allowed the school to make further links to the community, families and the church. 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 previously achieved ELSA accreditation and the support received from the educational psychology department has remained in situ for the previous academic year in addition to the support package purchased with this service. This partnership has ensured further training and up-dates to be accessed and a mentoring programme for the ELSA facilitator to continue then the content cascaded to all staff. This in turn has promoted 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
Wildflower Project / development of Quiet Space– Links to Community	School / Village Community / Private company (Willow Weaving)
Ambassador Project - access	National Park Ranger Service
NELI Programme	Educational Psychology Service
Nurture Programme	DCC Nurture Team

## 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 teaching staff have all attended Emotional Coaching training which has proven very successful in working with children who demonstrate emotional needs. Positive behaviour and confidence has been seen in targeted individuals and they are developing a greater understanding of how emotional outbursts can affect them both physically, mentally and how and why they find accessing the curriculum or social situations difficult. General behaviour throughout the school has appeared better and more positive, which in turn is working towards raising standards and promoting reciprocal friendship groups and pupil resilience.

The school also continued to deliver a shape coding programme to pupils on the SEND register by a trained TA. These sessions continued to 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.

The school has re-introduced the 'Messy Church' Programme to allow children in the Early Years and Key Stage 1 to work with other children from small schools. These sessions are founded within Christianity and again have impacted children's confidence and self-esteem. It has also provided a forum for staff to meet with cluster schools in an informal way and sharing good practice for the development of Christianity and spiritualism throughout the school.