

Pupil premium strategy statement 2023-24 (3rd year of 3 year plan Sept. 2021-24)

Hartsfield JMI School

This statement details our school's use of pupil premium 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	Hartsfield JMI
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	42 pupils 10.3% (9.5% last year)
Academic year/years that our current pupil premium strategy plan covers	Sept 2023-Sept 2024
Date this statement was published	11 12 23
Date on which it will be reviewed (3 yearly with yearly progress review)	Sept 2024- yearly and Year 3 review
Statement authorised by	Sian Chrimes Chair of Governors
Pupil premium lead	K. Dearn
Governor	A. Gaskell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69 005
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£66 170
Additional funding for School led tutoring 2023-24 (50% of cost for 21 pupils)	£2835

Part A: Pupil premium strategy plan

Statement of intent

It is our intent to diminish all differences that can be experienced by *disadvantaged children so that they have equity in their learning chances at school. We aim to raise the attainment of disadvantaged pupils of all abilities, to reach their full potential.

We have researched advice from agencies such as The Education Endowment Foundation and DfE to help us to know how to use our Pupil Premium Grant effectively. We will always consider latest research and advice in developing our strategy.

**We consider “disadvantaged” pupils to be a broad term that encompasses pupils in receipt of Pupil Premium Grant due to low parental income (and hence have free school meals); pupils who have received Free School Meals during the past 6 years; pupils who have ever had a social worker, are in care or have been adopted. It includes pupils with a parent who serves in the regular armed forces and pupils who are themselves young carers. We also include pupils who have had sustained periods of home education prior to joining our school or who have moved between schools on multiple occasions during the primary phase.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. All of our pupils were challenged by having breaks in schooling due to pandemic. Although all were invited not all pupils attended school during lockdown.

Challenge number	Detail of challenge
1	Some poor aspirations, resilience and confidence seen in pupils eligible for PPG compared with peers. However, we recognise there is a large variation with this across all of our disadvantaged families.
2	Some PPG pupils also have multiple needs such as mental health needs/ anxiety/ SEN needs/ medical needs/ poor attendance or lateness/ attachment/ family issues and this adds to their complexity.
3	Some higher ability pupils who are eligible for PPG are making less sustained progress than other higher ability pupils across key stages. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing.
4	General vocabulary and knowledge of the world (cultural capital) is not always as well developed as peers. This has links to difficulty with reading /comprehension for example. Reduced vocabulary is especially true with younger pupils who were worst affected by isolation during the pandemic.
5	For teachers to continue to be pro-active in provision and understanding of the unique barriers these pupils have. This especially including subject leaders (OFSTED target) who need to account for the changing needs, provision and achievement of PPG pupils in their subject.
6	<p>Some reduced parental capacity: some families have reduced parental engagement; aspirations for their children and resilience themselves and this affects their children's viewpoint.</p> <p>We can see "good enough" parenting for this group- where parents are working hard to meet their family's needs and so have little time/ energy available to commit to anything more than they are doing. There is not always capacity for parents to do more work at home with children for example.</p>

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
Regain rates of progress seen pre-pandemic across both Key Stages for disadvantaged pupils so that progress gap with non-PPG pupils is diminished over the course of the year Sept 2023-July 2024	PPG pupils make similar progress to non-PPG pupils across both key stages (within 10% difference in attainment would be similar to our pre-covid levels but this difference is greater nationally since the pandemic- closer to 30% -so this is an ambitious target).
PPG pupils will feel safe, secure and well at school so that they are fit to learn: where they don't, they will receive support for well-being or mental health from school and possibly outside agencies, if indicated.	Pupil voice Staff observations – reduction in well-being concerns being noted Pro-social behaviours exhibited Pupils engaged in learning
Tasks and experiences will be adapted in foundation subjects to meet the needs of disadvantaged pupils. Enhanced opportunity to develop language skills and cultural capital.	Co-ordinators will show understanding of the needs of this group and put in place strategies or provision to meet additional needs. All subject reviews will reveal what is in place to meet the needs of the disadvantaged.
Better parental engagement with, and trust in, the school.	Evidence of enhanced parental engagement. Good communication maintained between home and school
Better aspiration and motivation for pupils receiving PPG.	Staff will have targeted conversations with disadvantaged pupils to encourage and support. Staff will dedicate time to talk with these pupils about their interests and abilities, gently extending these and seeking opportunities on the pupil's behalves.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41 120 [amount last year this was estimated at 36 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Best practice to support good rates of progress including:</p> <p><i>High quality teaching that follows nationally acclaimed research and has high impact for little or no cost.</i></p> <p><i>Reasonable adjustments made and bespoke approach for pupils. PPG pupils will experience heightened in class attention from CT/TA, while benefitting from good peer modelling in class.</i></p> <p><i>One to one pre-teaching or catch up on a daily basis as indicated</i></p> <p><i>Quality support staff allocated on a needs-driven basis. Enhanced TA support that is targeted and responsive across all year groups.</i></p> <p><i>Mastery learning/ meta-cognition</i></p> <p><i>Quality verbal feedback</i></p> <p><i>High expectations</i></p> <p><i>Bespoke support as required</i></p> <p><i>Explicit teaching of subject specific vocabulary. Enhanced experiences to</i></p>	<p>Evidenced based EEF</p> <p>Seen to add high or moderate impact for low cost</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

<p><i>extend cultural capital factored in. Subject leaders challenge colleagues to expand on provision for PPG based on bespoke needs</i></p> <p><i>CPD/training lead by PPG lead.</i></p> <p><i>Leadership time allocated to monitor and evaluate provision, provide support for colleagues and meet with parents and outside professional to enable a bespoke approach.</i></p> <p><i>Working with outside advisory agencies such as Virtual Schools, local authority etc to inform practice and supply training, for example in attachment awareness.</i></p> <p><i>Regular pupil progress review meetings between phase leaders and teachers.</i></p> <p><i>Over seen by SLT.</i></p> <p><i>Governors hold head to account on quality of teaching for this group.</i></p> <p><i>2023-24 Focus on maths for PPG pupils as this is emerging as the area with the highest gap</i></p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7 800 from PPG funding (in addition to the school led tutoring funding we receive from government which is £2835)

£ 10 635 total

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one school-led tutoring provided for all PPG pupils who are not working at age related expectations or who are not making good enough</i>	DfE School-led tutoring guidance Sept 2021	1 3 4

<p>progress- 15 hours of quality teaching per child.</p> <p>Tutoring for small groups in maths and English of mainly PP children to ensure skills are embedded and gaps are filled – groups up to a maximum size of 6 .</p>	DfE National Tutoring Programme Oct 2022	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of counselling where required from outside agencies such as Safe Space</p> <p>Close liaison with PPG lead.</p> <p>Time with staff (PPG lead, CT, TA) made available for pupils to talk about needs/ worries.</p>	<p>Meeting individual learners need seen as a “key block for success” (DfE Nov 15)</p> <p>Self-regulation is top strategy to increase progress (EET)</p> <p>Maslow hierarchy of need- emotional needs must be met for a child to be able to learn. Staff deployed effectively-</p>	2
<p>Profile of PPG raised at all opportunities- by PPG Lead. Subject leaders to take ownership of progress and provision for PPG pupils in their area. Cascaded to whole staff and acted on.</p>	<p>SLT and subject leaders who manage provision, have ownership of progress and contribute to training of staff result in best outcomes for PPG/ vulnerable children.</p>	5
<p>Provision of experiences and clubs to inspire and engage including residential trips. Provision of</p>		6 7

<i>opportunities for pupils to enhance cultural capital.</i> <i>Provision of resources to families to promote learning and encourage engagement with school. Time allocated for PPG lead to talk to families.</i>		4
<i>Contribution towards cost of family worker to support families with best outcomes for vulnerable children</i>		6

Total budgeted cost: £ 66 170 plus £2835 from school-led tutoring payment = £69 005

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 **2022 to 2023** academic year.

Pupil premium strategy outcomes

The school year 2022-2023 was the second of our current 3-year pupil premium strategy. Progress so far includes:

1. Best practice teaching to support good rates of progress including high quality teaching that follows nationally acclaimed research:

Quality first teaching has been delivered across the school and progress for PPG pupils remains strong. Our 2023 results are as follows:

	PPG	Non-PPG	gap
Y1 phonics	2/6 PPG pupils passes the Y1 phonics		
KS1 SATs (6 pupils)			
Reading	100% reaches ARE with 0% at GD	84% reached ARE with 23% at GD	+16% ARE/ -23% GD
writing	71% ARE	79% ARE	-8%
maths	57% ARE	90% ARE	-33%
KS2 SATs			
Reading	67% reached ARE with 17% GD	89% reached ARE with 48% GD	-22% ARE/ -31% GD
writing	67% ARE 17% GD	79% ARE 8% GD	-12% ARE/ + 9% GD
maths	67% ARE 33% GD	94% ARE 46% GD	-27% ARE/ -13% GD

<p>We feel confident with the 2023 results for PPG pupils, which are often below national and local authority differences. These groups are small cohorts and so they are not a significant group statistically but based on this data the greatest differences are seen in maths for the disadvantaged. (Gap for maths 33% KS1 and 27% KS2)</p> <p>We have good staff awareness of the needs of PPG pupils and understand the need to boost confidence and cultural capital for these learners. This fund helps to keep our teaching assistant hours high so that these children can have their needs met quickly. Gains made in confidence through school led tutoring have benefitted PPG pupils and improved their attitude to classwork in general.</p> <p>2.One-to-one school-led tutoring provided for all PPG pupils who are not working at age related expectations</p> <p>School-led tutoring was well delivered by the 2 very experienced teachers we employed to do this work. Money from the pupil premium grant was added to other funds (school-led tutoring grant) to ensure that we could afford the most experienced and effective staff to deliver this initiative. 50% of Y6 PP- pupils who received tuition met age related expectations in all 3 subjects at the end of the year. Pupils reported that they had enjoyed this opportunity, and it helped their learning. Tutoring was extended to larger groups this year where relevant (up to 3) and included those disadvantaged, not just PPG, thus spreading this quality academic based intervention to more pupils eg- to SEN pupils or young carers.</p> <p>3.Wider strategies</p> <p>Funding has been used to support wider issues these children could have such as behaviour, wellbeing or lack of experience of the world. We supported the work of a play therapist with a small number of pupils and a variety of clubs and experiences such as residential trips to enhance cultural capital. This continues to help pupils to gain confidence and to be ready and in a good place to learn.</p>			

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
none	

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?	