

Pupil premium strategy statement 2024-25 (1st year of 3 year plan Sept. 2024-27)

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	408
Proportion (%) of pupil premium eligible pupils	43 pupils 10.5% (10.3% last year)
Academic year/years that our current pupil premium strategy plan covers	Sept 2024-Sept 2025
Date this statement was published	September 2024
Date on which it will be reviewed (3 yearly with yearly progress review)	Sept 2025
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	£67 230
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£67 230

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 and this may still be affecting some pupils. Although all were invited, not all pupils attended school during lockdown. We believe that those children higher up our school (upper KS2) may have missed important learning steps while they were off school in EYFS/KS1. There is research that those born or those who were babies during lockdown, and so now currently EYFS/Y1, may have had their normal socialisation interrupted as well as their language development.

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	We still see a difference for PPG pupils at the end of KS2 in their GAPS score, which in turn will affect their writing achievement. We also see a difference in KS1 phonics score for PPG children (see data in review of year 2023-34 below- Page 10)
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 schoolwork at home with children for example. The current financial crisis is adding to some families’ anxiety.</p>
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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
<p>Gap between PPG and non-PPG pupils is below 10% in all areas (KS2 results, Phonics Y1 etc)</p>	<p>PPG pupils have broadly similar achievement to non-PPG pupils across both key stages (within 10% difference) in all areas (measurable through scores for reading, writing, maths and GAPS at KS2 and Phonics at KS1) (other than if there is an exceptionally high number of pupils within that year group which could be a factor)</p>
<p>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.</p>	<p>Pupil voice/ parent voice Staff observations – reduction in well-being concerns being noted Pro-social behaviours exhibited. Pupils engaged in learning</p>
<p>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.</p>	<p>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 (PPG and SEN).</p>

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/ quality feedback 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 behalf.

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: £ 33 615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Best practice to support good rates of progress including: <i>High quality teaching that follows nationally acclaimed research and has high impact for little or no cost. 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>Evidenced based EEF Seen to add high or moderate impact for low cost</p>	<p>1 2 3 4 5</p>

One to one pre-teaching or catch up on a daily basis as indicated

Quality support staff allocated on a needs-driven basis. Enhanced TA support that is targeted and responsive across all year groups.

Mastery learning/ meta-cognition

Quality verbal feedback frequently given

High expectations

Bespoke support as required

Explicit teaching of subject specific vocabulary. Enhanced experiences to extend cultural capital factored in. Subject leaders challenge colleagues to expand on provision for PPG based on bespoke needs

CPD/training lead by PPG lead.

Leadership time allocated to monitor and evaluate provision, provide support for colleagues and meet with parents and outside professional to enable a bespoke approach.

Working with outside advisory agencies such as Virtual Schools, local authority etc to inform practice and supply training, for example in attachment awareness.

Regular pupil progress review meetings between phase leaders and teachers.

Over-seen by SLT.

Provision recorded on Edukey provision mapper for transparency with all stakeholders.

Governors hold head to account on quality of teaching for this group.

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

Budgeted cost: £16 807

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><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 progress in areas of difficulty- this could be phonics, reading etc.</i></p> <p><i>Tutoring for small groups in maths and English of mainly PP children to ensure skills are embedded and gaps are filled. Pre-teaching and catch up</i></p> <p><i>Personalised feedback during 1-to-1 time with class teacher who has been released from class to do this work, while quality cover teaching is in place</i></p>	<p>Based on the success in this school of DfE School-led tutoring guidance Sept 2021</p> <p>Based on success of DfE National Tutoring Programme Oct 2022</p>	<p>1 3 4</p>

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

Budgeted cost: £ 16 807

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provision of counselling where required from outside agencies such as Safe Space</i></p> <p><i>Close liaison with PPG lead.</i></p> <p><i>Time with staff (PPG lead, CT, TA) made available for pupils to talk about needs/ worries.</i></p>	<p>Meeting individual learners need seen as a “key block for success” (still relevant- 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.</p>	<p>2</p>
<p><i>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.</i></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>	<p>5</p>
<p><i>Provision of experiences and clubs to inspire and engage including residential trips. Provision of opportunities for pupils to enhance cultural capital.</i></p> <p><i>Provision of resources to families to promote learning and encourage engagement with school. Time allocated for PPG lead to talk to families.</i></p> <p><i>Buy into local holistic family worker service, hosted by North Herts Primary Support (ESC)</i></p>	<p>Academic research by sociologists for example Pierre Bourdieu,</p>	<p>6 7 4</p>

Total budgeted cost: £ 67 230

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 **2023 to 2024** academic year.

Pupil premium strategy outcomes

The school year 2023-2024 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 2024 results are as follows:

	PPG	Non-PPG	Gap (target was below 10% difference)
Y1 phonics (3 pupils)	2/3 PPG pupils passed the Y1 phonics	49/55 passed Y1 phonics	66% .v. 89% (small sample size of PPG however) -23%
KS2 SATs			
GAPS	5/8 reached ARE 62.5%	92% reached ARE	-29.5%
Reading	7/8 reached ARE 87.5%	88.5% reached ARE	-1.0%
Writing (TA)	6/8 reached ARE 75%	83% reached ARE	-8.0 %
maths	7/8 reached ARE 87.5%	94% reached ARE	-6.5%
RWM (reading, writing, maths)	6/8 got all 3 RWM 75%	79% got all 3 RWM	-4.0%

We feel confident with the 2024 results for PPG pupils. Nationally and within the local authority, PPG pupils are seen to perform below non-PPG pupils, however our data is showing there is only a very small difference. There were 8 pupils who qualified for PPG in Y6 in the 2024 co-ort and so this forms a significant group statistically when reporting our performance. **The difference in performance between the groups was below 10% for all of Reading, writing, maths and for gaining RWM** (all 3 of reading writing and maths- seen as a good indicator for secondary school readiness). The differences were as low as 1% for Reading and 4% for achieving all 3 RWM.

2/3 PPG children achieved the Y1 phonics standard.

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. Quality First Teaching remains vital and powerful- we believe these good results have been strongly contributed towards by the investment in quality first teaching, including targeted TA support.

Our target for this plan was: "To 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." The success criteria for this was to reduce the difference between PPG and non- PPG **to below 10%** (it was 30% after the covid pandemic) We have achieved this and are results are even better than pre-covid results when difference was around 10%.

A key difference can still be seen in our GAPs scores (spelling, punctuation and grammar) and this is an area we can work on in future- recognising that these skills are important to improving writing still further for this group. We need to continue to secure good phonics achievement in Y1 also.

2. One-to-one school-led tutoring provided for all PPG pupils who are not working at age related expectations

School-led tutoring continued to be well delivered. Money from the pupil premium grant was added to other funds (school-led tutoring grant) to ensure that we could afford experienced and effective teachers to deliver this initiative. **79% of Y6** PPG pupils who received tuition met age related expectations in all 3 subjects at the end of the year (this was 50% last year, but in a smaller co-ort) . 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 in a group) and included those disadvantaged, not just PPG, thus spreading this quality academic based intervention to more pupils eg- to SEN pupils or young carers. We have learnt from the 3-year government initiative that this is an effective use of funds to improve outcomes. We will continue with this, especially for older children next year even though the additional government funding will finish. EEF recognises that one-to-one tutoring adds on average 5 months extra progress per year for pupils – high impact for moderate cost.

3.Wider strategies

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.

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?	

