



Hardwick Green Primary Academy

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	Hardwick Green Primary Academy
Number of pupils in school (Reception – Year 6)	307
Proportion (%) of pupil premium eligible pupils	64.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 (Final year of a three-year strategy)
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Chris Story - Principal
Pupil premium lead	Chris Story - Principal
Governor / Trustee lead	Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,755
Recovery premium funding allocation this academic year	£30,305
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£288,060

Part A: Pupil premium strategy plan

Statement of intent

At Hardwick Green, between Reception to Year 6, 64.8% of pupils attract the funding. This is compared to 20.8% nationally. This means our school has a significantly above average proportion of Pupil Premium children, and rather than being a minority, it is the majority of our pupils attract the Pupil Premium funding. This significantly influences the strategy for spending the premium as rather than seeking to raise attainment of a small group, we are actually seeking the raise the attainment of the majority of the school. The EEF state, “*many of the most effective ways to do this [improve attainment] – including improving the quality of teaching – will also benefit other groups*” and we embrace this philosophy.

Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers, nationally. As the EEF state, “*Pupil Premium students are not a homogeneous group*”. This is especially pertinent in a school where we have over 200 Pupil Premium children. Students eligible for the Pupil Premium are more likely to be low-attaining than other children, however we have a mixture of middle and high attainers who also attract the Pupil Premium. The belief that all eligible children should be positively impacted by this strategy heavily influences our spending strategy.

As recommended by the EEF, we take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention. This is reflected in the Pupil premium spending, where teaching is the highest costed tier.

As a final principle, the EEF state, “*The challenge of implementation means that less is more*”. In line with this, we not have a huge number of actions in place; instead we focus on a small number of priorities to give them the best chance of success.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths on entry to all key stages (EYFS, KS1 and KS2) for disadvantaged learners is low when compared to peers, both in school and nationally.
2	Reading, particularly decoding, is a barrier for disadvantaged children accessing the wider curriculum in school.
3	Generally, our disadvantaged children have poor oral language skills and limited vocabulary.
4	The academy has a higher proportion of disadvantaged learners with SEN compared to their peers, particularly cognition & learning and SEMH.
5	Disadvantaged children in the academy have lower attendance rates than their peers, resulting in lost learning time.
6	Generally, disadvantaged children in the academy have a less emotional resilience, and we have higher rates of disadvantaged children needing emotional support.
7	On average, disadvantaged children in our academy have more complex family backgrounds, including a higher rate of social care involvement. This means support at home for children is variable. This has been particularly exacerbated during the national lockdown, when many children had to learn from home.

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
Increase the proportion of disadvantaged learners entering KS1 ready to access the full curriculum.	<p>Increase in GLD for disadvantaged learners, so that it is closer to national average and there is no difference when compared to their peers.</p> <p>Baseline data from start of strategy: National average GLD 2019: 72% School GLD 2019: 50% School GLD 2019 disadvantaged: 45% School GLD 2019 non-disadvantaged: 55%</p>
Improve the proportion of disadvantaged learners leaving Year 1 who are fluent in decoding.	<p>Increase in Y1 PSC pass rate for disadvantaged learners so that it is closer to national average and there is no difference when compared to their peers.</p> <p>Baseline data from start of strategy: National average PSC 2019: 82% School PSC 2019: 78% School PSC 2019 disadvantaged: 58% School PSC 2019 non-disadvantage: 91%</p>
Close the gap between the attainment of disadvantaged pupils and their peers by the end of KS2.	<p>At the end of KS2, attainment in the combined reading, writing and maths EXS+ measure for disadvantaged learners increases so that it is closer to national average and there is no difference when compared to their peers.</p> <p>Baseline data from start of strategy: National average KS2 CRWM EXS+ 2019: 65% School KS2 CRWM EXS+ 2019: 27% School KS2 CRWM EXS+ 2019 disadvantaged: 16% School KS2 CRWM EXS+ 2019 non-disadvantaged: 80%</p>
Develop the vocabulary of disadvantaged learners, in general and across the wider curriculum.	<p>Reading attainment for disadvantaged learners at EXS increases at KS1 and KS2 so that it is closer to national average and there is no difference when compared to their peers.</p> <p>Children can apply vocabulary to a higher degree in oral and written work across the whole curriculum, as identified through 'deep dive' enquiries across the full curriculum.</p> <p>Baseline data from start of strategy: National KS2 reading EXS+ average 2019: 73% School KS2 reading EXS+ 2019: 30% School KS2 reading EXS+ 2019 disadvantaged: 20% School KS2 reading EXS+ 2019 non-disadvantaged: 80%</p>
Increase the emotional resilience and readiness to learn of disadvantaged learners.	<p>Disadvantaged learners are focussed on their learning and as a result make better progress across the academy.</p> <p>This is evident in an improvement in progress made across the academy, both in terms of in-year progress and published KS2 progress measures.</p> <p>Baseline data from start of strategy: KS2 school reading 2019: -7.1 KS2 school reading 2019 disadvantaged: -8.5 KS2 school reading 2019 non-disadvantaged: -0.1</p>

	<p>KS2 school writing 2019: 1.9 KS2 school writing 2019 disadvantaged: 1.0 KS2 school writing 2019 non-disadvantaged: 6.3</p> <p>KS2 school maths 2019: -4.3 KS2 school maths 2019 disadvantaged: -4.7 KS2 school maths 2019 non-disadvantaged: -2.3</p> <p>National average for all pupils, all subjects– 0.0</p>
<p>Improve the attendance and punctuality of disadvantaged learners.</p>	<p>Attendance for disadvantaged learners increases to meet the national average for all pupils, and there is no difference between their peers.</p> <p>Baseline data from start of strategy: School attendance 18/19: 94.8% School disadvantaged attendance 18/19: 94.5% School non-disadvantaged attendance 18/19: 95.4%</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: £111,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an extensive CPD programme to continue to develop quality first teaching across the whole school. This to include:</p> <ul style="list-style-type: none"> • ECT training • HLTA qualifications • Subject specific training (e.g. RWI) • NPQs for leaders at all levels <p><i>Cost - £5,000</i></p>	<p>The EEF Pupil premium guide states that improving quality first teaching should be the first priority</p> <p>Additionally, in their book, "What Works?", Major & Higgins (2019) detail 'Improving Classroom Teaching' as having a gain of +4 months on pupil attainment. Major & Higgins recommend a series of evidence-informed approaches that leaders should use to improve classroom teaching.</p> <p>To this end, we are providing a CPD budget of £5,000 to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching.</p> <p>Specific courses are also backed up by evidence e.g. for RWI phonics training, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months).</p>	1, 2, 3, 4
<p>Provide 0.5 release time for the Vice Principal and Assistant Principal to allow them to provide support to teachers to improve the quality of teaching across school.</p> <p><i>Cost - £50,102</i></p>	<p>Building on the above evidence base, the Vice and Assistant Principal have specific time (0.5 of the teaching week each) to support teachers in 'Improving Classroom Teaching'.</p> <p>They use evidence-informed approaches to develop staff e.g. Rosenshine's Principles and Sherrington's Walkthrus, which are based on a synthesis of evidence in the field.</p>	1, 2, 3, 4
<p>Provide daily release time for the maths lead and Early Reading lead to allow them to provide support to teachers to improve the quality of teaching across school.</p> <p><i>Cost - £30,061</i></p>	<p>Building on the above evidence base, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months).</p> <p>The Early Reading lead provides daily phonics training for all staff in line with the guidance in our SSP scheme (Read Write Inc). This ensures that we are following the scheme with fidelity (which is also an evidence-informed recommendation).</p>	1, 2, 3
<p>Provide release time for the EYFS team, including the EYFS lead, UQT in Nursery and ECT in Reception, to allow them access CPD.</p> <p><i>Cost - £26,784</i></p>	<p>Building on the above evidence base, the EEF has produced its own Early Years Toolkit. Providing release time for the EYFS lead allows her to engage with this toolkit to develop teaching and learning across the setting.</p> <p>Additionally, this provides release time for our UQT and ECT to engage with the research-driven Early Career Framework and revised ITT framework.</p>	1, 2, 3

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

Budgeted cost: £73,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted one-to-one reading tutoring using the Read Write Inc tutoring toolkit for children in Years 1, 2 and 3.</p> <p>Employ three 0.5 (afternoon) tutors – for Year 1, Year 2 and Year 3.</p> <p>This to be joint funded through the NTP grant and recovery premium.</p> <p><i>Cost - £8,059</i></p>	<p>One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>We follow the EEF recommendations, particularly, “<i>for one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</i>”. We use the structured programme Read Write Inc one-to-one tutoring, and our tutors have continual training in this approach (including from the English Hub).</p>	<p>1, 2</p>
<p>Provide targeted one-to-three maths tutoring using White Rose Maths online tutoring for identified children in Year 5 and 6. This to be joint funded through the NTP subsidy and the recovery premium.</p> <p><i>Cost - £2,068</i></p>	<p>One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>Through the NTP we are using a 1:3 approach. The EEF state, “<i>Approaches that ... deliver instruction ... in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</i>” (EEF Toolkit). We use White Rose maths tuition, ensuring the content is exactly matched to our maths curriculum.</p>	<p>1</p>
<p>Provide an additional HLTA in Year 6 to provide targeted academic support during the course of the school year. This will include the Fresh Start programme.</p> <p><i>Cost - £27,012</i></p>	<p>Teaching Assistant interventions are highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>The EEF state, “<i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</i>”. We use our HLTAs to provide targeted support through recognised interventions, for example RWI spelling and RWI Fresh Start.</p>	<p>1, 2</p>
<p>Continue to provide Reading Plus as effective targeted support in reading comprehension in KS2.</p> <p><i>Cost - £2,650</i></p>	<p>Reading Comprehension strategies are highlighted by the EEF as having a significant positive impact on pupil attainment (+6 months).</p> <p>Using Reading Plus to deliver this intervention keeps costs low as school already has a significant number of iPads, on which the application can be used. It also allows whole classes the opportunity to access the intervention, rather than just groups.</p> <p>Reading Plus also offer case studies to support the efficacy of their intervention here.</p>	<p>2, 3</p>
<p>Continue to provide access to Times Tables Rockstars and Numbots for all children in school. Encourage children to use these</p>	<p>Homework is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>Two of the EEF key findings are, “<i>Homework that is linked to classroom work tends to be more effective.</i>”</p>	<p>7</p>

platforms at home as they can be accessed independently. Cost - £100	and “ <i>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</i> ” To this end, Numbots and TT Rockstars are effective programmes to use for Homework as they are very cheap and provide very specific practice around number facts. It also provides specific feedback for children automatically.	
Purchase additional Educational Psychologist time (above the standard Trust SLA level) to provide teachers of children with additional education needs access to expert guidance to improve their provision for these pupils. Cost - £4,000	The EEF SEN in Mainstream School research reports recommends that schools “ <i>build an ongoing, holistic understanding of your pupils and their needs</i> ”. As we have a large number of children with complex needs, purchasing additional EP time allows to ensure more disadvantaged children with SEND to be seen by an EP. This means teachers can get a better understanding of their children’s needs and can put in place bespoke strategies to raise attainment for individuals.	4
Provide 0.5 release time for the SENDCo to support staff with meeting the needs of SEND children and to ensure children receive the support they require (e.g. outside agency referrals, EHCP applications). Cost - £30,061	The EEF’s SEND evidence review (EEF, 2020), available here , makes a wide-ranging number of recommendations to improve provision for children with SEND. In order to put these recommendations in place, particularly around multi-agency working, the experienced SENDCo in school needs release time from the classroom.	4

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

Budgeted cost: £103,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a free breakfast club and extended reach breakfast programme for all children in school. Partnership with Magic Breakfast. Cost - £9109	Magic Breakfast was evaluated as an EEF project and showed gains of +2 months for a very low implementation cost. Magic Breakfast also point to data gained from their survey of schools that show the positive impact of a free breakfast club, including a reduction in behavioural incidents, and a positive impact on concentration and readiness.	5, 6, 7
Continue to provide a Specialist Safeguarding Officer to identify children who may need early help or be at risk of harm, and secure the help these pupils and families need. Cost - £36,358	Keeping Children Safe in Education 2021 (DfE, 2021), available here , makes a number of recommendations around the leadership of safeguarding. Due to the very high number of pupils with social care involvement, school has appointed a specialist safeguarding officer to support with work of the designated lead (Principal) to ensure that school can attend all multi-agency meetings and engage with social care as much as possible.	7
Continue to provide a Learning Mentor to allow children with significant barriers (either social emotional and mental health or cognition and learning) to access their learning and make progress. Cost - £28,859	Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment (+4 months). To this end, we employ a learning mentor to both deliver structured intervention programmes e.g. Theraplay, and also provide ad hoc support as necessary e.g. moments of crisis.	6

<p>Continue to provide an Education Welfare Officer (0.5 FTE) to focus on improving attendance and supporting parents with any other issues, including learning at home.</p> <p><i>Cost – £11,643</i></p>	<p>Parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>To support this, our school employs an education welfare officer to provide more intensive support for families in crisis, or on the edge of social care involvement e.g. at EHA level.</p>	7
<p>Increase disadvantaged children's arts participation through providing tuition from Tees Valley Music for every class in school, in addition to their standard music curriculum.</p> <p><i>Cost - £9486</i></p>	<p>Arts participation is highlighted by the EEF as having a positive impact (+3 months) on other areas of the curriculum, particularly English and maths.</p> <p>It is also a low-cost approach, and allows us to provide children with the opportunity to learn an instrument which they may not otherwise be able to afford to do.</p>	6
<p>Engage with 'The Bungalow Partnership' to provide targeted therapy to disadvantaged children with social, emotional and mental health issues.</p> <p>Also provide ½ day a week 'emotional wellbeing support' and ½ day a week 'parent and child drop in sessions'.</p> <p><i>Cost - £8335</i></p>	<p>The EEF SEND evidence (EEF, 2020) review states "<i>There is strong evidence that interventions using behavioural approaches can be effective as inclusive responses to challenging behaviour in mainstream classes</i>".</p> <p>We use therapy for children with challenging behaviour, where appropriate, but also for children who may have experienced trauma but do not yet show challenging behaviour, but could do so in the future if their needs are not met.</p> <p>Additionally, parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months). The parent and child drop-in sessions are specifically designed to support parental engagement for families in crisis – our hardest to reach families.</p>	4, 6

Total budgeted cost: £289,687

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.

Due to COVID-19, performance measures have not been published for 2019 to 2020 or 2020 to 2021. This means we have no published data to evaluate our strategy at the interim points. This academic year (2021-22) marks the final year in this three-year strategy, and as national curriculum assessments are due to take place this year, we should have a full set of quantitative data to assess the intended outcomes by the end of the strategy (July 2021).

Increase the proportion of disadvantaged learners entering KS1 ready to access the full curriculum.

Based on our estimates for the EYFS profile in 2021, 45% of disadvantaged learners would have achieved GLD compared to 69% of their peers. This means the attainment gap is still wide in EYFS. The strategy has been amended for this academic year to provide more support for EYFS staff through additional release time for the EYFS leader.

Improve the proportion of disadvantaged learners leaving Year 1 who are fluent in decoding.

In Summer 21, 37% of disadvantaged children passed the phonic screening check compared to 69% of their peers. The phonic check will take place again late in Autumn 2021, with results submitted to the LA. Disadvantaged children now have one-to-one tutoring in reading over the Autumn term 21, meaning that we are hoping to close this gap by the end of the term.

Close the gap between the attainment of disadvantaged pupils and their peers by the end of KS2.

Our teacher assessment at the end of summer 2021 shows a diminishing difference between disadvantaged children and their peers when compared to the start of the strategy in 2019, although a difference does remain.

Measure	School TA 21 Disadvantaged	School TA 21 Non-disadvantaged
KS2 CRWM EXS+	35%	57%
KS2 Reading EXS+	57%	71%
KS2 Writing EXS+	35%	57%
KS2 Maths EXS+	48%	71%

Develop the vocabulary of disadvantaged learners, in general and across the wider curriculum.

Through monitoring across school, it is clear that vocabulary has been a priority for development and that this work is starting to bear fruit. Children's work shows more advanced use of vocabulary. In terms of headline measures, in 2019, 20% of disadvantaged learners met the expected standard by the end of KS2. In 2021, we estimated this would be 57%, and this was confirmed through internal moderation.

Increase the emotional resilience and readiness to learn of disadvantaged learners.

Behaviour around the academy has improved significantly. Any children with difficulties now receive a highly effective, bespoke package of support. Progress measures cannot be estimated for 19/20 or 20/21 however from 'deep dives' into pupils' books and analysis of in-year attainment data, it is clear that progress is now accelerating.

Improve the attendance and punctuality of disadvantaged learners.

The pandemic has had a huge impact on this aim. Disadvantaged attendance at the end of July 2021 was 91.7%, compared to 95.4% for non-disadvantaged children. The team responsible for attendance are continually revising the attendance procedures with support from the Trust central team. There is a clear system in place to not only reward good attendance, but monitor children whose attendance is not high enough and then provide support where necessary. We need a full year without a national lockdown to truly see the impact of our work in this area.

Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
Read Write Inc Spelling	Read Write Inc
Reading Plus	DreamBox Learning