



# Hardwick Green Primary Academy

## 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	Hardwick Green Primary Academy
Number of pupils in school (Reception – Year 6)	300
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers	2022/23 2023/24 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£300,500
Recovery premium funding allocation this academic year	£31,610
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£332,110</b>

# Part A: Pupil premium strategy plan

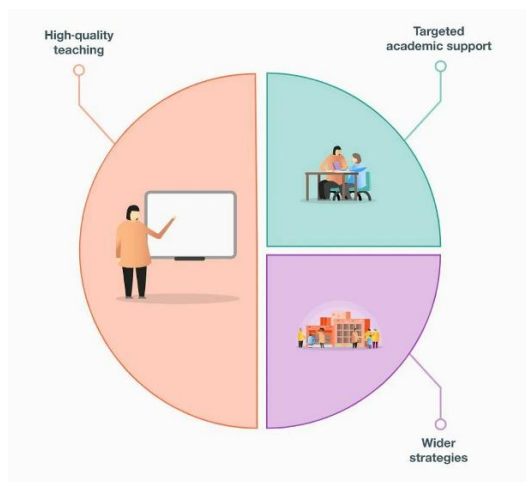
## Statement of intent

At Hardwick Green, between Reception to Year 6, 71% of pupils attract the funding. This is compared to 21% nationally. This means our school has a significantly above average proportion of Pupil Premium children. 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 fully embrace this philosophy.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils’ learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.

Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers. 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.



A significant part of that budget provides release time for our leadership team. Through leadership capacity, there is a sharp focus on the quality of pupils’ learning experiences. Our distributed leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

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 smaller 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	<b>Low baseline:</b> 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	<b>COVID-19 Impact:</b> Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3	<b>Language:</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<b>SEND:</b> The academy has a higher proportion of disadvantaged learners with SEN compared to their peers, particularly cognition & learning and SEMH.  29% of our disadvantaged pupils are identified as having SEN compared to 14% of non-disadvantaged pupils.
5	<b>Attendance:</b> Our attendance data for 2021-22 indicates that attendance among disadvantaged pupils was 0.9% lower than for non-disadvantaged pupils. This is a slightly smaller gap than previous years however the overall figures are lower than national. Last year, 36.2% of disadvantaged pupils were persistently absent. This figure remains too high, and is higher than non-disadvantaged pupils which was 30.5%
6	<b>SEMH Needs:</b> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
7	<b>Social Care Involvement:</b> 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
Improved attainment for disadvantaged pupils at the end of Reception.	EYFS profile outcomes in 2024/25 shows that over 65% of disadvantaged pupils achieve a GLD.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and there will be <b>no</b> gap in attendance for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant, quantitative improvement seen in the bi-annual wellbeing, friendship and bullying survey</li> <li>• quantitative improvement seen in Thrive data from the baseline in January 2023.</li> </ul>

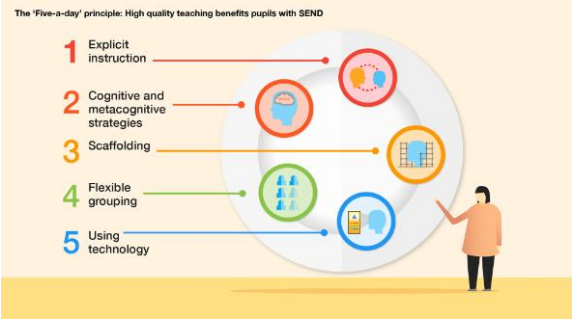
## Activity in this academic year

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: £185,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an extensive <b>CPD programme</b> to continue to develop quality first teaching across the whole school.</p> <p>This to include:</p> <ul style="list-style-type: none"> <li>White Rose Maths Tutoring 'Train the trainer' CPD for Maths Lead and TAs</li> <li>CLPE Power of Reading full course for Teachers new to school</li> <li>Additional refresher CPD from CLPE for all staff</li> <li>Training from the Maths Hub for identified individuals</li> </ul> <p>Cost - £11,000</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 &amp; Higgins (2019) detail 'Improving Classroom Teaching' as having a gain of +4 months on pupil attainment. Major &amp; Higgins recommend a series of evidence-informed approaches that leaders should use to improve classroom teaching.</p> <p>To this end, we are allocating a significant CPD budget of £11,000 – more than double the previous year - 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 stated by the EEF as having a significantly positive impact on attainment (+5 months).</p>	1, 2, 3, 4
<p>Provide <b>release time</b> for the Vice Principal and 0.5 release time for the Assistant Principal to allow them to provide support to teachers to improve the quality of teaching across school.</p> <p>Cost – £51,445</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 <b>daily release time</b> 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>Cost – £51,445</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 an experienced and highly-skilled teacher to mentor the two ECTs teaching in KS1. This teacher will spend their whole timetable (0.8 FTE) supporting the ECTs (including team teaching and modelling lessons) and providing feedback, coaching and mentoring using the ECT framework. They will also</p>	<p>The DfE Early Career framework (<a href="#">available here</a>) is based on a sound base of evidence and research into the field of teacher development.</p> <p>The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF).</p>	1, 2, 3

<p>provide release time for the ECTs in line with Early Career Framework.</p> <p>Cost – £46,189</p>		
<p>Provide the SENDCo with release time (equivalent to 0.4FTE) to provide support teachers with provision for SEND children in the classroom.</p> <p>Cost – £25,723</p> <p>(Note: The SENDCO has 0.8FTE release time, with half dedicated to teaching support and the other half dedicated to targeted academic support – see next section).</p>	<p>The strategies and advice given by the SENDCO are based on the EEF report 'Special Educational Needs in Mainstream Schools', which can be found <a href="#">here</a>.</p> <p>This includes strategies such the EEF 'five a day' principle, which forms the basis of our strategy for Wave 1 intervention during quality first teaching.</p>  <p>The 'Five-a-day' principle: High quality teaching benefits pupils with SEND</p> <ol style="list-style-type: none"> <li>1 Explicit instruction</li> <li>2 Cognitive and metacognitive strategies</li> <li>3 Scaffolding</li> <li>4 Flexible grouping</li> <li>5 Using technology</li> </ol>	<p>4</p>

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

Budgeted cost: £58,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted <b>one-to-one reading tutoring</b> using the Read Write Inc tutoring toolkit for children in Years 1, 2 and 3.</p> <p>Employ two 0.5 (afternoon) tutors – for Year 1, Year 2 and Year 3.</p> <p>This to be joint funded through the NTP grant and pupil premium.</p> <p>Cost – £15,000</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, 4</p>
<p>Provide targeted <b>one-to-three maths tutoring</b> using the White Rose Maths tuition model.</p> <p>This to be joint funded through the NTP subsidy and the pupil premium.</p> <p>Cost – £15,000</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).</p> <p>We use White Rose maths tuition, ensuring the content is exactly matched to our maths curriculum. This is either delivered by our staff who have been trained by White Rose.</p>	<p>1, 2</p>
<p>Continue to provide <b>Reading Plus</b> as effective targeted support in reading comprehension in KS2.</p> <p>Cost – £2,250</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 <a href="#">here</a>.</p>	<p>1, 2, 3</p>
<p>Continue to provide access to <b>Times Tables Rockstars</b> and <b>Numbots</b> for all children in school. Encourage children to use these platforms at home as they can be accessed independently.</p> <p>Cost – £204</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>” 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>”</p> <p>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</p>	<p>1, 2, 7</p>

	number facts. It also provides specific feedback for children automatically.	
<p>Provide a further <b>0.4 FTE release time for the SENDCos</b> 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).</p> <p>Cost – £25,723</p>	<p>The EEF’s SEND evidence review (EEF, 2020), available <a href="#">here</a>, makes a wide-ranging number of recommendations to improve provision for children with SEND.</p> <p>In order to put these recommendations in place, particularly around multi-agency working, the experienced SENDCo in school needs release time from the classroom.</p>	1, 4, 6



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

Budgeted cost: £91,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a free <b>breakfast club</b> and extended reach breakfast programme for all children in school. Partnership with Magic Breakfast.</p> <p>Cost – £10,642</p>	<p>Magic Breakfast was evaluated as an EEF project and showed gains of +2 months for a very low implementation cost.</p> <p>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.</p>	5, 6, 7
<p>Continue to provide a <b>Specialist Safeguarding Officer</b> to identify children who may need early help or be at risk of harm, and secure the help these pupils and families need.</p> <p>Cost – £38,223</p>	<p>Keeping Children Safe in Education 2022 (DfE, 2022) 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.</p>	7
<p>Continue to provide a <b>Learning Mentor</b> to allow children with significant barriers (either social emotional and mental health or cognition and learning) to access their learning and make progress.</p> <p>Cost – £15,487</p>	<p>Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>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.</p> <p>The learning mentor also supports delivery of the Thrive approach.</p>	5, 6, 7
<p>Continue to provide an <b>Education Welfare Officer (EWO)</b> 0.5 FTE to focus on improving attendance and supporting parents with any other issues, including learning at home.</p> <p>Cost – £12,454</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> <p>The EWO also is the operational lead on attendance, following the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5, 7
<p>Engage with 'The Bungalow Partnership' to provide targeted <b>therapy</b> to disadvantaged children with social, emotional and mental health issues.</p> <p>Cost – £11,115</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</p>	5, 6, 7

	parental engagement for families in crisis – our hardest to reach families.	
Implement the Thrive approach to improve pupils' wellbeing.  Cost – £3,113	Thrive point to numerous studies that highlight the efficacy of Thrive approach in improving pupils wellbeing. These can be seen <a href="#">here</a> .  The EEF cite 'behaviour interventions' as having a +4 month gain on pupil achievement.	6

**Total budgeted cost: £335,013**

## 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, which was the end of a three-year strategy.

#### **Review of the strategy against the aims:**

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

Over the course of the strategy, the GLD for all pupils rose from 50% to 62%. For disadvantaged children, this rose from 45% to 57%. Although this may still be below national average (data is yet to be published) this is a significant rise and it has come at a time when nationally many measures have dipped due to the impact of the school closure. Our transformed EYFS is providing all

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

Over the course of the strategy, the PSC pass rate for all pupils rose from 78% to 84%, while the national average dipped from 82% to 75%. For disadvantaged children, this rose from 58% to 78% - greater than the current national average. This shows the effectiveness of our approach to early reading and phonics and this aim has been met.

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

Over the course of the strategy, the KS2 CRWM EXS+ figure rose for all children from 27% to 42%. This 15% increase comes at a time when nationally, attainment dipped. The proportion of disadvantaged learners achieving CRWM EXS+ rose by 14%. The difference between disadvantaged children and their peers diminished from 64% in 2019 to 35%. Although the gap remains significant, it is diminishing at a faster rate than national. This shows that the school was successful in raising attainment against the backdrop of the pandemic, but there is more work to be done to ensure that attainment continues to increase.

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

Due to school closures, some of the planned vocabulary work either did not take place or was not as well embedded. However, the launch of the CLPE Power of Reading and new curriculum – both of which were launched in 2019 – has led to improvements in vocabulary, as noted through observations and scrutiny of pupils written work. All children's attainment in reading at the end of KS2 has improved significantly, from 30% at the start of the strategy to 56% in 2022.

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

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted over the last year two years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

**Improve the attendance and punctuality of disadvantaged learners.**

On the surface, all pupils, including disadvantaged pupils, attendance has dipped over the course of the strategy. However, this must be taken within the context of the pandemic. Overall last year, the school attendance was 91.9%, with the figure for disadvantaged pupils being 91.%. The difference between all pupil and disadvantaged pupils has remained broadly similar throughout the time period of the strategy. Attendance remains a focus on the current strategy.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
Read Write Inc	Ruth Miskin
Read Write Inc Spelling	Ruth Miskin
Reading Plus	DreamBox Learning
Thrive Approach	Thrive