



Hardwick Green Primary Academy

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium in 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)	274
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers	2022/23 2023/24 2024/25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£288,995
Recovery premium funding allocation this academic year	£27,695
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£316,690

Part A: Pupil premium strategy plan

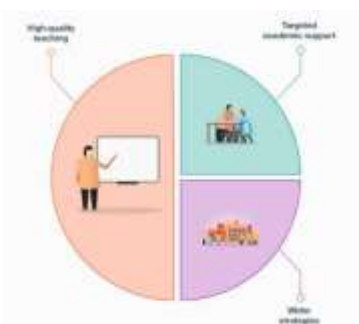
Statement of intent

At Hardwick Green, 62% of pupils attract the pupil premium 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 to 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	Low baseline: 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	COVID-19 Impact: 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	Language difficulties and limited vocabulary: 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	High levels of complex SEND: The academy has a higher proportion of disadvantaged learners with SEN compared to their peers, particularly cognition & learning and SEMH. 31% of our disadvantaged pupils are identified as having SEN compared to 12% of non-disadvantaged pupils.
5	Barriers to good attendance: Our attendance data for 2021-22 (the end of the last three-year strategy) indicates that attendance among disadvantaged pupils was 0.8% lower than it was for all pupils. This is a slightly smaller gap than previous years however the overall figures for both groups are lower than national. Additionally, 36.2% of disadvantaged pupils were persistently absent. This figure remains too high, and is higher than the figure for all pupils which was 30.5%
6	Extreme SEMH Needs: 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	High levels of sustained and serious Social Care involvement: 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"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.
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"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant, quantitative improvement seen in the bi-annual wellbeing, friendship and bullying survey • quantitative improvement seen in Thrive data from the baseline in January 2023.


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: £150,504

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.</p> <p>This to include:</p> <ul style="list-style-type: none"> • Great Teaching Toolkit • Voice 21 Oracy Project • 'The National College' on-demand CPD subscription • Early Reading - Ongoing RWI training from the 'portal' and the partner development days • Additional refresher CPD from CLPE for all staff • Training from the Maths Hub for identified individuals <p>Cost - £10,000</p>	<p>The EEF Pupil premium guide states that improving quality first teaching should be the first priority. 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 continuing to allocate a significant CPD budget of £10,000 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 stated by the EEF as having a significantly positive impact on attainment (+5 months).</p>	<p>1, 2, 3, 4</p>
<p>Provide release time for the Deputy Principal and the Assistant Principal to allow them to provide support to teachers to improve the quality of teaching across school. The Assistant Principal will be the Induction Tutor for ECTs.</p> <p>Cost – £79,801</p>	<p>Building on the above evidence base, the Deputy and Assistant Principal have specific time (0.6 and 0.4 of the teaching week respectively) to support teachers in 'Improving Classroom Teaching'.</p> <p>They use evidence-informed approaches to develop staff, based on the principles of the 'Great Teaching Toolkit', which is a synthesis of research in the field of teaching & learning.</p> <p>The DfE Early Career framework (available here) 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>	<p>1, 2, 3, 4</p>
<p>Provide daily release time for the Early Reading lead to allow them to provide support to teachers to improve the quality of teaching across school.</p> <p>Cost – £33,271</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>	<p>1, 2, 3</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 – £27,432</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 here.</p> <p>This includes strategies such as the EEF 'five a day' principle, which forms the basis of our strategy for Wave 1 intervention during quality first teaching.</p> 	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £64,164

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 2 x teaching assistants on the afternoon to deliver targeted one-to-one reading tutoring using the Read Write Inc tutoring toolkit for children in Years 1 and 2.</p> <p>This to be joint funded through the NTP subsidy and pupil premium.</p> <p>Cost – £17,000</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 a teaching assistant to deliver targeted one-to-three maths tutoring 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 – £17,000</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 Reading Plus as effective targeted support in reading comprehension in KS2 – expand this to Year 3 in September 2023.</p> <p>Cost – £2,550</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>1, 2, 3</p>
<p>Continue to provide access to Times Tables Rockstars and Numbots for all children in school. Encourage children to use these platforms at home as they can be accessed independently.</p> <p>Cost – £182</p>	<p>Homework is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). 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 0.4 FTE 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).</p> <p>Cost – £27,432</p>	<p>The EEF’s SEND evidence review (EEF, 2020), available here, 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: £101,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a free breakfast club and extended reach breakfast programme for all children in school. Partnership with Magic Breakfast.</p> <p>Cost – £11,000</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 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.</p> <p>Cost – £41,940</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 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.</p> <p>Cost – £17,370</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 Education Welfare Officer (EWO) 0.5 FTE to focus on improving attendance and supporting parents with any other issues, including learning at home.</p> <p>Cost – £14,441</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 therapy to disadvantaged children with social, emotional and mental health issues.</p> <p>Cost – £11,895</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.	
Continue to implement the Thrive approach to improve pupils' wellbeing. Cost – £5,329	Thrive point to numerous studies that highlight the efficacy of Thrive approach in improving pupils wellbeing. These can be seen here . The EEF cite 'behaviour interventions; as having a +4 month gain on pupil achievement.	6

Total budgeted cost: £316,643

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, which was the first year of a three-year strategy.

<u>Review of the strategy against the aims:</u>			
Intended outcome	Success criteria	Baseline position (end of 2021-22 academic year)	Review (end of 2022-23 academic year)
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.	58% of disadvantaged children achieved a GLD, compared to 70% of their peers.	61% of disadvantaged children achieved a GLD in 22-23, which is close to the target and an increase of 3%. There is still a gap between their peers, as 80% of non-disadvantaged children achieved 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.	In reading, 43% of disadvantaged students reached the expected standard, compared to 87% of their peers. In writing, 52% of disadvantaged students reached the expected standard, compared to 87% of their peers.	In reading, at the end of academic year 22-23, 48% of disadvantaged students achieved ARE or higher in reading, which is a slight improvement (5%) on 21-22. This is a priority for the academy improvement plan in 23-24. In writing 65% of disadvantaged students achieved ARE or higher in reading, which is a significant improvement (13%) on 21-22 and shows the gap here is closing.
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.	In maths, 48% of disadvantaged students reached the expected standard, compared to 80% of their peers.	At the end of academic year 22-23, only 46% of disadvantaged students achieved ARE or higher in maths. This is a priority for the academy improvement plan in 23-24.

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p>	<p>Assessments and observations indicate significantly weaker oral language among disadvantaged pupils. There is a higher rate of pupils with SEND where communication and interaction is identified.</p>	<p>The Wellcomm programme has been introduced a language screen in EYFS successfully.</p> <p>Talk for stories has also been successfully piloted in KS1, to improve vocabulary development.</p> <p>In 2023-24, the school will be part of the Voice21 Oracy Project, and will be embedding Philosophy 4 Children.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers. 	<p>Disadvantaged attendance is 91.1%, compared to 94.4% for non-disadvantaged.</p> <p>Disadvantaged persistent absenteeism is 36.2% compared to 12.2%.</p>	<p>Improvements in attendance and rates of persistent absenteeism have been seen over the year.</p> <p>Disadvantaged attendance has risen to 91.5% (+0.4%) and disadvantaged persistent absenteeism has reduced to 30.8% (-.5.4%).</p> <p>The gap between disadvantaged students and their peers remains significant. This is a priority for the academy improvement plan in 23-24.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant, quantitative improvement seen in the bi-annual wellbeing, friendship and bullying survey quantitative improvement seen in Thrive data from the baseline in January 2023. 	<p>Disadvantaged children have higher levels of SEND where the category of need is identified as SEMH.</p> <p>There is also a higher rate of social care involvement amongst our disadvantaged children; this correlates to range of emotional wellbeing issues.</p>	<p>Thrive has been embedded in school and this will soon be able to give us quantitative data regarding wellbeing.</p> <p>We have established a new partnership with the mental health support team. A wide package of support is available for children who need support with their emotional wellbeing.</p> <p>The wellbeing, friendship and bullying survey is biannual and will be completed during 23/24.</p>

Appendix 1 – Data summary

		2022-23 ALL	2022-23 PP	2022-23 Non-PP	2021-22 ALL	2021-22 PP	2021-22 Non-PP
Attendance		92.5	91.5 (+0.4%)	95.5%	91.9%	91.1%	94.4%
Persistent Absence		25.4%	30.8% (-5.4%)	9.7%	30.5%	36.2%	12.2%
EYFS GLD		66%	61% (+3%)	80%	62%	58%	70%
Y1 PSC		71%	71% (-8%)	70%	84%	79%	100%
Y2 PSC		90%	93% (+7%)	80%	87%	86%	96%
KS1	Reading	56%	52% (+6%)	70%	53%	46%	70%
	Writing	54%	52% (+9%)	60%	50%	43%	70%
	Maths	64%	62% (+1%)	70%	63%	61%	70%
KS2	CRWM	42%	33% (+2%)	71%	40%	31%	67%
	Reading	53%	48% (+5%)	71%	53%	43%	87%
	Writing	70%	65% (+13%)	86%	61%	52%	87%
	Maths	55%	46% (-2%)	86%	56%	48%	80%
Pupil numbers		60	46 – 77%	14 – 23%	57	42 - 74%	15 – 26%

Appendix 2 – Externally provided programmes

Programme	Provider
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