



# Hartmore School

## 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	<i>Hartmore School</i>
Number of pupils in school	<i>43</i>
Proportion (%) of pupil premium eligible pupils	<i>10.5%</i>
Academic year/years that our current pupil premium strategy plan covers	<i>2021-22</i>
Date this statement was published	<i>September 2021</i>
Date on which it will be reviewed	<i>September 2022</i>
Statement authorised by	<i>Harry Howells</i>
Pupil premium lead	<i>Harry Howells</i>
Governor / Trustee lead	<i>Steve Miller</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>£0</i>
Recovery premium funding allocation this academic year	<i>£0</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>£0</i>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<i>£0</i>



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# Part A: Pupil premium strategy plan

## Statement of intent

At Hartmore School, we have high aspirations for all of our children and are committed to supporting them all to do their very best. We believe that all pupils are entitled to and require an excellent educational experience at school if we are to secure brighter futures for the children in our care.

We plan to use Pupil Premium in both standard and bespoke ways to ensure that children get the support they need (both in terms of staffing and resources) to do their best in all aspects of the curriculum and get bespoke opportunities tailored to their individual needs and interests.

To ensure this happens our pupil premium spending is guided by the following principals:

- We know which pupils are eligible for pupil premium and whether pupils have received the money they are entitled to.
- We ensure that all Pupil Premium funding is ring fenced to spend on the individual pupil for whom it was provided.
- We carefully manage the allocation pupil premium money.
- We have high expectations for all the individual pupils in our care.
- We analyse which pupils are underachieving and why and try and target Pupil premium spending accordingly.
- We use evidence to allocate funding to 'big-impact' strategies.
- We believe that 'quality first teaching' is the starting point for educational success rather than interventions to compensate.
- We use additional staff to support children in class with individual work rather than always take them out of class for interventions
- We target some of the money to support progress in Literacy and Numeracy (Specifically reading and number work)
- We use pupil achievement/progress data to check interventions' impact and to make adjustments where necessary.
- We are able to demonstrate impact on accelerating pupil and progress.
- We use some of the money to contribute to bespoke opportunities for children which match their individual needs or interests for example Science, Dance, Art or Outdoor education and vocational opportunities for pupils
- We believe interventions are most successful when delivered by highly skilled and experienced support staff or qualified teachers.

## Challenges

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

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Challenge number	Detail of challenge
1	<p><i>Baseline assessments, observations, and experience with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout All Key stages.</i></p> <p><i>(We will need to increase opportunities for oral communication with peers and adults one to one and in group discussions)</i></p>
2	<p><i>Baseline assessments, observations, and experience with pupils suggest disadvantaged pupils generally have greater difficulties with Phonics than their peers. This negatively impacts their development as readers.</i></p> <p><i>(We will need to re-focus our efforts on reading across the school)</i></p>
3	<p><i>Our assessment and observations indicate that the education and well-being of many of our pupils has been impacted by partial school closures... resulting in the progress we were making being interrupted and many children being even further behind their main stream peers than they were already. Evident in significant knowledge gaps leading to pupils falling further behind age-related expectations in Phonics, Reading and Writing.</i></p> <p><i>These findings are supported by national studies.</i></p> <p><i>(We will need through careful assessment to ensure we understand the impact on the progress of individuals and ensure targeted support to get them back on track)</i></p>
4	<p><i>Our observations, discussions with pupils and families identified social and emotional issues which, for many pupils, have increased ... notably social interactions with peers and adults.</i></p> <p><i>(We will need to increase targeted activities both on-site and off-site, both paired and group activities focussing on supported play, and development against the life skills and character curriculum ladders).</i></p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Improved confidence in oral language skills and vocabulary.</i>	<i>Assessments and observation indicate improved oral language. Engagement in lessons and access to the curriculum is in line with peers.</i>
<i>Improved Reading attainment across the school amongst less able readers</i>	<i>Consistent delivery of Phonics across the Key Stages. Less able readers are targeted for addition Reading (to 'keep up' not 'catch up'.)</i>
<i>To ensure that pupils get back on track and return to the previous 'trajectory they were on.</i>	<i>Comparative Data shows a return to or improvement against the previous trajectory</i>

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<p><i>To improve relationships between peers and staff, particularly our disadvantaged pupils.</i></p>	<p><i>Assessments and observations show that pupils are once again developing their confidence and self-belief to become successful in later life.</i></p>
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### 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Primary staff to 'Early Talk Boost' intervention.</i></p> <p><i>Using a diagnostic assessment to identify area of need.</i></p>	<p><i>There is strong evidence that oral language interventions are inexpensive with high impact.</i></p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p><i>Research and purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i></p> <p><i>English leads to attend phonics Training</i></p> <p><i>To ensure clear steps of progression within the reading scheme within</i></p>	<p><i>Phonics approaches have a strong evidence base (+5 months) that indicates a positive impact on the development of early reading skills (though not necessarily comprehension), particularly for disadvantaged pupils.</i></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><i>Identifying the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p>	2
<p><i>Improve the quality of social and emotional (SEL) learning.</i></p> <p><i>Support for all pupils through MH resources</i></p>	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improve academic</i></p>	3, 4

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<i>Extend RSHE curriculum, using the Pink Curriculum resources.</i>	<i>performance, attitudes, behaviour and relationships with peers).</i> <i>EEF Social and Emotional Learning.pdf</i> <i>(educationendowmentfoundation.org.uk)</i>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Refocus on talk for writing and further develop. Introduce a programme to emphasise the importance of spoken language and verbal interaction in the classroom.</i>	<i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation or ideas and spoken expression.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
<i>Additional Phonics keep up intervention targeted at disadvantaged pupils who require further Phonics support.</i>	<i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantages backgrounds.</i>  <i>Daily assessment and reinforcement for those children who have not secured the sounds within the Phonics session.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
<i>Targetted one to one intervention work both in class and out of class</i>	<i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups.</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3

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

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Increased focus and Targeted intervention and awareness of children's MH</i></p> <p><i>Whole school staff training upskilling in Phonics and consistency of Reading across the school.</i></p>	<p><i>Plenty of evidence and discussion in the media as well as first-hand experience of the impact of Lockdown on children's mental Health. Ongoing issues for the population around increasing mental Health difficulties.</i></p> <p><i>Phonics approaches have a strong evidence base (+5 months) that indicates a positive impact on the development of early reading skills (though not necessarily comprehension), particularly for disadvantaged pupils.</i></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><i>Daily assessment and reinforcement for those children who have not secured the sounds within the Phonics session.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p><i>Contingency fund for acute issues.</i></p>	<p><i>Not committing all Pupil Premium funding at the start of the year ... to ensure we can be responsive if a need or opportunity presents itself so that all disadvantaged children have the equal opportunities across the curriculum, in line with their peers.</i></p>	



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### 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.

*We record this on a separate document separate document*