



Hurstbourne Tarrant CE Primary School

Pupil Premium Strategy Statement

October 2024



This statement details our school's use of pupil premium, post LAC pupil premium and service family 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Gareth Dee
Pupil premium lead	Gareth Dee
Governor / Trustee lead	Joanne Ray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320 (2024/25)
Post Looked After Child Premium	£5140 (2024/25)
Service Family Pupil Premium	£1360
Total budget for this academic year	£19,820



Part A: Pupil premium strategy plan

Statement of intent

Through 'Love of Learning, Love of Life, Love of Christ,' we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.

At Hurstbourne Tarrant CE Primary School, we strive to create an environment where all children are safe, happy and nurtured. We work hard to ensure children make good progress, supporting all children in their learning and achieve their best is part of the ethos and vision for the school- "Love of Learning, Love of Life, Love of Christ." We pursue this through our work on our school values and our Learning Toolbox skills of: communication, collaboration, confidence, independence, perseverance and reflection. Through these skills, we endeavour to remove barriers to learning.

The Leadership Team ensures Pupil Premium funding and provision impacts progress, achievement, Health and Wellbeing, and attendance. The Headteacher and Governors regularly monitor the provision and outcomes compared to other children in the school to ensure good outcomes for all groups of children.

At Hurstbourne Tarrant CE Primary School, our rationale for spending priority are:

- Targeted academic attainment and progress
- Social and emotional wellbeing of pupils
- Meeting basic needs
- Enrichment opportunities
- Personalised approaches to learning
- Ensure staff are highly trained for the needs of specific pupils
- Raise attendance of disadvantaged pupils



Challenges

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

Challenge number	Detail of challenge
1	Additional SEND factors.
2	High Level of SEMH need.
3	Pupil mobility in KS2
4	Additional family vulnerabilities
5	Mental Health, self-esteem and confidence

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 emotional resilience of disadvantaged pupils.	ELSA, pupil check ins and Pupil conferencing ensure that emotional resilience of disadvantaged pupils enables them to access learning and achieve.
Improved reading attainment among disadvantaged pupils.	'Disadvantaged' outcomes are in line with or exceed national data.
Improved maths attainment for disadvantaged pupils.	'Disadvantaged' outcomes are in line with or exceed national data.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2028 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> the attendance rate for our disadvantaged pupils will be roughly in line with their peers.



Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£11,827**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective implementation of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>All staff in KS1 trained to deliver high quality phonics sessions.</p> <p>Rapid identification of pupils who are not on track and timely Fast track Tutoring being implemented.</p> <p>Keep Up, not Catch Up!</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teachers have access to White Rose Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Use of specialist advisory maths support from Hampshire Inspection and Advisory Service.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,4



<p>Improve the quality of social and emotional learning.</p> <p>ELSA attendance at ELSA supervision to upskill knowledge and understanding of emotional need</p> <p>ELSA to attend Cognitive Behaviour Therapy course.</p> <p>One Decision scheme of work that supports pupils with wellbeing with units of study that include: <i>Feelings and Emotions,</i> <i>Keeping and Staying Safe</i> <i>and growing and Changing.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2,4,5.



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

Budgeted cost: **£3350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Analysis of internal data to ensure targeted pupils' needs are being met.</p> <p>Fast Track Interventions implemented.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Structured Interventions for spelling, reading, and maths being delivered to targeted pupils in KS1 and KS2.</p>	<p>EEF –small group TA interventions.</p> <p>EEF – reading comprehension.</p>	1,3,4,5



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

Budgeted cost: **£4,643**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/pastoral check ins as well as governor pupil conferencing to help further our schools Christian Values and improve behaviour across school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Letters sent out each term to all Persistent Absentees.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £19,820



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

Headline Attainment for PP Children 2023/24

We had 3 PP children:

66% achieved ARE in Reading, 33% achieved ARE in Writing, 100% achieved ARE in GPS and 0% achieved ARE in maths.

There were no PP children in Year 1 who sat the Phonics Screening Check.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the small size of our cohorts).

Data from tests and assessments suggest that, despite some strong individual performances, the progress of the school's disadvantaged pupils in 2023/24 was broadly in line with their peers. However, the attainment of our disadvantaged children was below their peers even though these children received targeted support. Our analysis suggests that the reason for this is primarily the fact that some of these children are also on our SEN Register with the primary need being Cognition and Learning.

Observations in books conducted by senior leader and governors showed progress in handwriting, spelling and stamina for extended pieces of writing. Focussed handwriting boosters had a significant impact on accurate letter formation, joining and pride in the presentation of work.

Our assessments and observations indicate that wellbeing and mental health were impacted last year for some children. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions. ELSA support had a significant impact on wellbeing and mental health and we will continue to support children in this way.



By ensuring places after school clubs are prioritised for this group of children, we have ensured that all children have a sense of belonging.

In summary, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils is still an issue. However, we must also be mindful of the small number of children in this group.

These results mean that we are not (at present) on course to achieve the outcomes that we set out to achieve by 2027/28 as stated in the Intended Outcomes section above. In light of these findings, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We identified gaps in service children's education caused by moving between schools which we addressed with targeted support. Using the Sandwell diagnostic Tool for Maths, we identified gaps in maths that could be addressed through targeted interventions. As a result of completing the SWST assessment and Group Reading test gaps in spelling and reading were identified and are being addressed.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.