Pupil premium strategy statement

This statement details our school's use of pupil 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	Harvington C of E First and Nursery School
Number of pupils in school	178 YR-Y5
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1 year (2024-25)
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Becky Enstone
Pupil premium lead	Becky Enstone
Governor / Trustee lead	Claire Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1600
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44470

Part A: Pupil premium strategy plan

Statement of intent

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including the most able, ensuring that the needs of socially disadvantaged pupils are assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We also recognise that pupils who are entitled to the Pupil Premium Grant can be our most able learners.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We aim to ensure the learning needs of individuals will be met, pupils are challenged and any gaps are closed. This work will include the most able PPG pupils.
- Our work will ensure that other pupils, not eligible for funding, will benefit and this will also be reported.
- We have a strategy review each term

Provision

- Provision and use of resources will change according to the needs of the pupils. Details are recorded in the PPG statement.
- PPG pupils will have their progress tracked closely and provision planned accordingly.
- We employ a Home School link to support families and provide interventions in school for children
- We employ a SALT TA to provide specific SALT interventions
- We have an Inclusion team to assess barriers to learning and implement interventions and support class teachers with strategies in the classroom
- We provide extra learning opportunities for our children such as funding school trips and after school clubs and funding music tuition.
- We employ a TA to provide gardening opportunities through our ‘Roots and Shoots’ provision
- We subscribe to a range of sites to support learning both in and out of school
- We provide homework support and nurture support through lunchtime clubs
- We run family learning clubs to support children and parents
- We provide a designated Pupil Premium Lead to audit provision, provide training and monitor progress and attendance.

Success Criteria

- Early intervention and support for all socially disadvantaged pupils
- The overwhelming majority of socially disadvantaged children will meet their targets.
- Improved attendance for this group of children.
- Increase the number of PPG pupils attending clubs and sporting and general school events.
- Children and families have a sense of belonging in the school community by personalised communication and provision of resources.
- Children's mental health needs are identified and supported.
- Improve life chances, experiences and aspirations by following planned cultural capital opportunities.

Reporting

- School will publish information annually on how they have used their Pupil Premium Grant.
- School will publish information annually on how the Pupil Premium Grant has had an impact on all PPG pupils
- School will publish information annually on specific barriers to educational improvement and the plans we have to overcome these barriers this.
- The Headteacher will maintain an ongoing programme of support which will be subject to review and challenge by Governors.

Challenges

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

Challenge number	Detail of challenge
1	Poor Communication and Language skills
2	Low baseline scores on entry to EYFS
3	Home Circumstances including SEMH needs
4	Lack of experiences

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
Progress in Reading-	To build on an ambitious and exciting reading culture ensuring our children receive the very best in provision and there is challenge for all and the lowest 20% make rapid progress. Target from Y1-Y5 PPG (including SEND PPG)-=75% expected+

Progress in Writing-	To develop excellent writing skills across the whole school curriculum by ensuring a structured, consistent approach to both writing and handwriting ensuring the most able are challenged and the lowest 20% make rapid progress Target from Y1-Y5 PPG-(including SEND PPG) =75% expected+
Progress in Mathematics	To develop maths problem solving and reasoning skills Target from Y1-Y5 PPG (including SEND PPG) -=75% expected+
Phonics	To embed the Phonics Learning programme through-out N-Yr2
To provide extra learning opportunities and experiences for children in school along with home support	Pupil experience a range of skills through attending trips and clubs Pupils develop their social skills further through trips and clubs Pupils develop their talents in other areas Pupils are encouraged to practise and commit to a hobby Equip families with the knowledge and skills to support children at home Give the children the skills to become independent and more confident learners Pupils are able to recognise, understand and regulate their emotional needs

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
Speech and Language TA to deliver SALT interventions. 4 afternoons per week £7000	Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. EEF-On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. Therefore, all children in Nursery and Reception will be screened using Well Comm and interventions put in place where required. The screener will also be used for other identified children throughout the school. We currently have 26 children under the NHS SALT service. This does not include the children identified in our Well comm assessments needing intervention to develop receptive and expressive language. 1:1 interventions will be provided by the SALT TA and small group interventions by class TA's. EEF-Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.	1,2

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

Budgeted cost: £2191.12

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
To support learning at home and in school through use of learning platforms/sites Letter join: £144 ELS: £340 ELS Spellings: £43 Oxford Owl: £284 Classroom Secrets: £274.92 White Rose: £307.20 **To provide targeted interventions to support identified children** IDL £798 Resources £500	EEF- The average impact of homework is positive across both primary and secondary school. Homework linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning. Homework set is linked to what is being covered in class and staff are able to provide feedback to children.	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £34770

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
Home School Link to work with families and children to support with home circumstances, mental health and learning £ 26660	32 children are on our vulnerable list within school. HSL supports families to ensure they have the information and equipment to ensure children's experiences are positive. Children are given interventions and time to work on SEMH which will then help their focus and achievement educational. EEF-Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of the academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	3,4
To ensure children access school trips, residential and after school clubs and have correct equipment 50% of school trips=£1000 50% of residential trip x 4=£260	It is important that children are able to experience places other than school, it is hard to develop vocabulary if children have not experienced some of the things you discuss in class. We use some of the funding to ensure all children are able to access school trips and have the equipment they need within school.	3,4
To provide extra opportunities for children in school Fame: £1500 Out of school clubs: £500 Roots and Shoots gardening group-£500 for resources Led by Grade 3 TA (£4350)	EEF-Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	3,4

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 2023 to 2024 academic year.

PPG review

- No differences seen between PPG and non PPG unless there is a specific SEND need.
- School subscription sites available to parents: My Maths, Oxford Owl and Purple Mash which are used regularly through homework links.
- All trips funded at 50% cost so all children could attend including the residential
- HSL made excellent links with key families and continued to support with resources, food, clothing..
- Children have attended after school activities and had places in breakfast club and wrappers.
- Support for key families following TAC meetings in areas such as bedtime routines.
- Excellent provision from the inclusion team to ensure children make progress.
- 1:1/group support has been provided
- A range of resources have been provided for key children to ensure they are able to access the curriculum or to support with key needs.
- Children have been able to take part in Roots and Shoots, developing some key life learning skills throughout the Autumn and Summer term.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
	NA
	NA