

Pupil premium strategy statement 2022 2023

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 2022 2023

Detail	Data
School name	Harwell Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	B Gibson
Pupil premium lead	B Gibson
Governor / Trustee lead	FGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61755
Recovery premium funding allocation this academic year	£11094
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£72849

Part A: Pupil premium strategy plan

Statement of intent

At Harwell School Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

Desired outcomes:

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve good progress, including progress for those who are already high attainers.

Approach

Ensuring that children have the belief to both engage in learning and succeed is key to our approach.

Another crucial element is High-quality teaching (evidenced by the EEF toolkit) which is essential to good progress.

Challenges

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

Challenge number	Detail of challenge
1	<i>Emotional regulation</i> <i>This is made up of several elements including challenges with communication/speech and language, anxiety including friendships</i>
2	English skills This encompasses several barriers including fine and gross motor skills, spelling/phonics knowledge and application of those skills, and punctuation (the mechanics of the subject) Reading fluency (dyslexia friendly books)
3	Maths skills Maths calculation confidence and application of those skills, shape - patterns and sequences
4	Cultural capital Wider and shared experiences develop better oracy and language opportunities

5	Self care skills (school ready skills)
---	--

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 amongst disadvantaged pupils, leading to improved (and sustained) emotional resilience and emotional regulation.</i>	Improved self regulation in moments of crisis improved friendship negotiation skills, improved socialising skills improved self esteem
To increase confidence towards core subjects and the application of those skills and knowledge	Staff knowledge improved Engagement and focus within English improved fluency Measurable Improvement in attainment (GL)
To increase confidence towards core subjects and the application of those skills and knowledge	Staff knowledge improved Engagement and focus within maths calculation Measurable Improvement in attainment (GL)
To enhance breadth of experience, increasing communication skills through shared cultural capital	Increased experiences Longer term - increased confidence
To support the children to be school ready	Support in place to enable successful transitions Secondary transitions successful

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: £48000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Bespoke CPD for all staff, Key stage appropriate on grammar progression</i>	to support quality first teaching and effective deployment of teaching assistants	2
<i>Bespoke CPD for all staff, Key stage appropriate on calculation, shape and sequencing</i>	to support quality first teaching and effective deployment of teaching assistants	3
<i>Additional teaching materials to support shape and sequencing</i>	to support quality first teaching and effective deployment of teaching assistants	3
<i>Staffing additional support to EYFS to boost early school readiness</i>	effective deployment of teaching assistants	5
<i>Nutrition (FSM Milk) OCC catering management fee</i>		5

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

Budgeted cost: £ 26042

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted small group tuition</i>	EEF toolkit - moderate impact for low cost	1, 2, 3
<i>1-1 and 1-2 tuition groups</i>	1-1 tuition high impact for moderate cost	1, 2, 3
<i>Adaptive interventions Nessie and Doodle</i>	Mastery learning - positive impact for low/moderate cost	1, 2, 3
Additional reading material - high interest low/level support	Reading comprehension strategies	2
Language development activities i.e. funded curriculum enrichment to promote and develop language and writing opportunities	Cultural enrichment activities - oral language interventions	1,2,4

Minibus training and staffing to support cultural enrichment activities	Cultural enrichment activities - oral language interventions	1, 2, 4
---	--	---------

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

Budgeted cost: £ 14350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning through drama intervention (Wizard theatre)</i>	EEF toolkit - arts participation Evidence of previous interventions of increased vocal confidence and participation	1, 2, 4
Therapeutic play (Play therapy) targeted intervention	Social and emotional learning - EEF toolkit PTUK evidence shows 'positive change'	1, 5
Physical activity to support focus	Impact based on both physicality but also targeted metacognition through sport - EEF toolkit	1, 2
Arts participation <ul style="list-style-type: none"> • First access music • Music - rock band 	EEF toolkit - arts participation Evidence of previous interventions of increased confidence and partner school feedback	1, 4, 3
Social and emotional, and oracy learning through Forest school	Social and emotional, and oral language interventions - high to med impact (EEF toolkit)	1
Physical activity Dance	Impact based on both physicality but also targeted collaborative learning through movement - EEF toolkit	1,2
Additional transition meetings and workshops to support new starters and leavers i.e 'How to survive Yr 7?'	Metacognition and self regulation, and learning styles - high/moderate impact for low cost	5,
Supporting parental engagement and effective Parenting workshops?	Parental engagement causes moderate impact for relatively low cost (EEF toolkit)	5, 2, 3

Total budgeted cost: £88392

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.

Over the past year, there have been mixed successes with regards to the challenges faced. While there has been an improvement to a greater or lesser extent, some challenges remain a key focus. The plan moving forward has been adjusted to reflect this.

Phonics and early reading has accelerated and while this is still continually considered, no longer needs to be part of the forward looking plan. 2021/22 Yr 2 cohort achieved their phonics assessment retakes. 100% of vulnerable Yr 1 pupils made progress compared to baseline(75% of PP children achieved the required standard)

In addition, there has been a successful engagement in the tutoring programme and while there has been targeted tutoring to address Gaps in core learning, this is still an area that is being explicitly worked on and 20% of children have made accelerated progress in one of the core areas, primarily reading. In core areas, most children made expected progress from their starting point (90-95%) depending on the subject.

EYFS attainment showed an 100% attainment of vulnerable children speaking with a 33% increase in the number of children on track in early oracy skills. Due to the new cohort and the relative needs, this remains on the plan.

Targeted children have shown some improvement in confidence - interventions through drama were especially successful through support early in the year (as measured against soft data, observations and session feedback). This is still an area that is a focus of the plan as the feedback from teaching staff still indicates that this is a need. This is tied into the wider challenge of regulation moving forward.

There has also been some impact on fine and gross motor control from targeted interventions; this is still an ongoing part of the plan moving forward.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Forest school nurture programme Targeted catch up tuition sessions.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Feedback from forest school leaders <i>'Self-confidence, communication, listening in groups and listening to each other, recognising one's own and each other's needs have been among the elements I have seen grow within the group. They have learnt how to function and work as a group, find quiet time when needed and come together to celebrate their own reflections'</i></p> <p>Age appropriate progress made across core subjects and increased confidence seen within sessions <i>' becoming more confident at APEing their work and doing it to a high standard'</i>.</p>