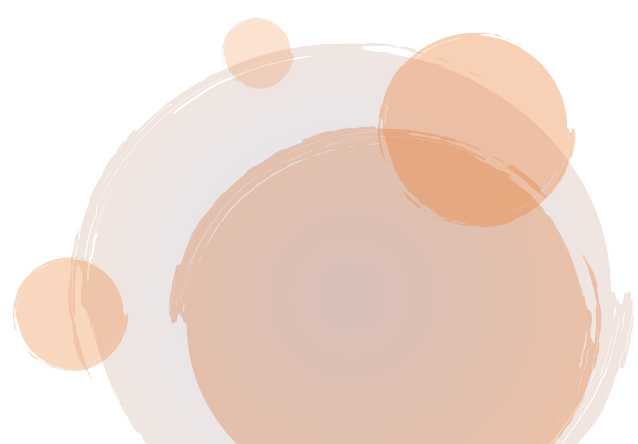




The James Montgomery Academy Trust

Pupil Premium Strategy Statement incorporating the Recovery Premium Information for Headteachers and Pupil Premium Leads

All schools must use the templates available on [GOV.UK](https://www.gov.uk) to publish their 2023 to 2024 pupil premium strategy, by the end of December 2023.



Funding

The Government Advice is for those responsible for managing the use of pupil premium and (recovery premium in the 2023-24 academic year).

Advice is to consider taking a longer-term approach to the use of pupil premium funding and therefore 3 year plans are recommended. This can make it easier to plan the spending. If a multi-year approach is used, then there needs to be a review of the strategy and an updated statement every academic year before 31st December.

The recovery premium provides additional funding for schools in the 2022-23 academic year. Building on the pupil premium this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as the pupil premium, so those children eligible for pupil premium funding are also eligible for recovery premium funding.

- Pupils who are eligible for free schools meals (FSM)
- Pupils who have been eligible for free school meals at any point in the last 6 years
- Children looked after by local authorities and referred to as looked-after children (LAC)
- Post-looked after children (post-LAC)

School recovery premium allocations will be calculated on a per pupil basis. Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

There is a minimum payment that is referred to as a 'floor' to ensure that an eligible primary school will receive no less than £2000 (recovery premium).

As with pupil premium, the funding for looked-after children will be paid to the LA and will be managed by the virtual school.

The recovery premium will be paid in 4 payments to schools during the 2022-23 academic year:

Academy payments will be made on the first working day of each month in:

October 23

January 24

May 24

July 24



Pupil premium rates for 2023-24 are:

- £1455 per pupil for pupils in tear groups from reception to Year 6 recorded as Ever 6 free school meals (FSM).
- £2530 per pupil for Looked-after-Children (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- £2530 per pupil for Children who have ceased to be looked after by a LA in England and Wales because of an adoption, special guardianship order, or child arrangement order.

Schools should spend the recovery premium on evidence-based approaches for supporting children. In line with EEF pupil premium guide. Activities should include those that:

- Support the quality of teaching, such as professional development.
- Provide targeted academic support, such as tutoring.
- Deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

For mainstream and special academies, the pupil premium for 2023 to 2024 will include pupils recorded in the October 2022 school census who have had a recorded period of FSM eligibility since January 2017 , as well as those first recorded as eligible at October 2022.

Reporting and Accountability

Schools must show how they are using their recovery premium effectively by:

- Reporting on their use of the premium as part of the pupil premium strategy statement.
- Monitored through Ofsted inspections, where inspectors may discuss plans schools have to spend their recovery premium.

The statement must be published by 31st December 2023 to enable schools to take the needs of the new intake of children into account.

Relevant Links to Information

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

[Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability)

[Recovery premium funding - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability)

[Diagnostic Assessment Tool.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/diagnostic-assessment-tool)

[Pupil Premium Guide | Education Endowment Foundation | EEF](https://www.educationendowmentfoundation.org.uk/pupil-premium-guide)



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	Harthill Primary School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	13% (22 pupils) 1 = PP+ 1= service child
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2023-24 is year 3 of 3)
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs S Littlewood
Pupil premium lead	Mrs S Littlewood
Governor / Trustee lead	Fiona Radford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,405
Recovery premium funding allocation this academic year	£4640
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	£50,045

Part A: Pupil premium strategy plan

Statement of intent

At Harthill Primary School we strive to ensure that disadvantaged pupils make the same or better progress than their non disadvantaged peers, with a particular focus on writing and early reading. Where disadvantaged pupils have combined need, we aim that they make good progress from their individual starting points. We want all our children to have equal opportunities to rich and varied experiences and that they attend school well.

Our Pupil Premium Strategy (incorporating the Recovery Premium Plan) outlines the measures in place to achieve these aims including well selected resources, quality and relevant CPD for staff and targeted use of intervention (including top up funding for the school-led tutoring programme and deployment of LSAs for responsive as well as planned intervention.) Specific gap analysis for those with combined need enables us to target pupil need with accuracy. All families are supported to ensure all children have equal access to clubs, music lessons, trips, visits, residentials and any other opportunities which provide a rich and varied curriculum offer. Funding for breakfast Club and access to pathway support encourages good attendance for all.

We believe in equality for all our pupils, regardless of background – this includes in their access to quality first teaching, intervention, all aspects of the curriculum and the culture capital that will ensure access to the same future aspirations, access to social mobility and opportunities.

Our PP numbers are very small and make up a small proportion of each class and many of our strategies are based on whole class initiatives to ensure pupils with other vulnerabilities (i.e. around SEND, mental health, family circumstances or attendance) are also supported alongside PP pupils.

Challenges

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

Challenge number	Detail of challenge
1	Not all pupils, including those with PP, are attaining and progressing in writing at the same pace.
2	PP pupils do not generally achieve the same rate of GD in reading maths as their non PP peers.

3	PP pupils with combined need generally make less progress than pure PP pupils and a higher percentage attain below ARE.
4	PP pupils generally have fewer opportunities to access rich and varied experiences.
5	PP pupils make up a large proportion of children monitored for PA (64% PP 43% combined need) despite all PP attendance being 93%.

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
1. Writing attainment and progress for PP is in line or above all pupils and national (61% KS1 and 71% KS2)	<p>Writing attainment for PP pupils is above 71% at KS1 and KS2 (2023 national for KS2)</p> <p>Writing attainment for pure PP pupils is in line or above non PP peers.</p> <p>Writing attainment for combined need PP pupils without SEND to be in line with non PP peers.</p> <p>PP pupils with combined need make at least good progress from starting points.</p>
2. GD attainment of PP pupils increases and gap between PP and all pupils closes.	<p>GD attainment increases for PP and is in line with all pupils in reading, writing and maths.</p> <p>Combined GD attainment for PP increases from 0% across school.</p> <p>Progress of PP with good starting points to be good or better, to aim for GD.</p>
3. Pupils with combined need make the same level of progress as pure PP and attainment for this group increases.	<p>Data in reading, writing and maths shows that children with combined need are making at least good progress from starting points.</p> <p>Combined PP attainment across school is in line with all pupils for pure PP and for those with combined need who do not have SEND.</p> <p>Attainment for pupils with combined need increases.</p> <p>Birmingham Toolkit demonstrates progress in small steps for those pupils working below keystage.</p>
4. The proportion of PP pupils in our PA statistics reduces from 64%	<p>PP pupil attendance is in line with all pupils and/or national.</p> <p>PP pupils make up a smaller percentage of all pupils tracked for PA and whole school PA reduces from 64% (and 43% for higher need).</p>

5.All pupils have a wide range of rich and varied experiences.	PP pupils have equal opportunities to access curriculum enhancement offer. PP pupils engage with Children’s University.
--	--

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)

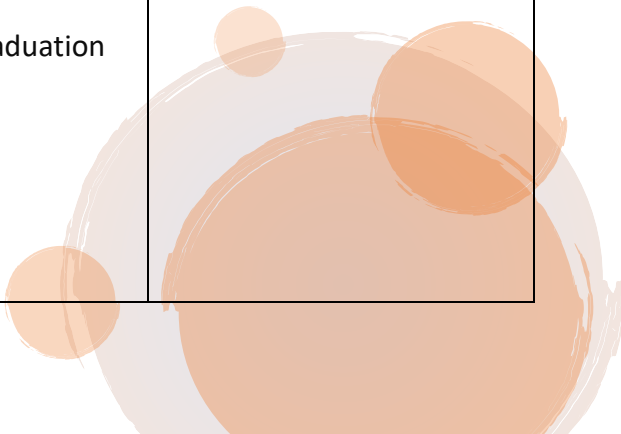
Budgeted cost: £22,387.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ROSIS subscription Through Rosis we will be accessing Children’s University, which will promote access to wider experiences for all.</p> <p>We will access reading for pleasure CPD, courses, research and author visits and writing CPD.</p> <p>Subject leader and statutory assessment courses will support teacher assessment knowledge, including for teacher new to Y6 with 32% PP in Y6 cohort). Cover costs.</p>	<p>RoSIS remains the school’s main provider for CPD and, as a Rotherham-based provision, focuses its CPD offer on common needs identified within the borough. As ‘diminishing the difference’ for Disadvantaged children is a key priority for Rotherham, much of the CPD offer reflects this and is therefore tailored towards this focus.</p> <p>ROSIS subscription allows access to Forge CPD – impact for all teachers. EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience.</p>	1 2 3 4
<p>Cover costs for writing lead for release time to support writing development, deliver CPD, audit and purchase resources, lead moderation, monitor</p>	<p>EEF: “It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.”</p>	1 2 3

<p>classroom practice and access own CPD.</p>	<p>DFE Reading Framework – “Proficiency in reading, writing and spoken language is vital for pupils’ success.”</p> <p>NFER (Moderation of Assessment Judgements): “Moderation is essential to the integrity of teacher assessment judgements, ensuring that all those accessing assessment judgements, be it teachers, pupils, parents, local authorities or inspectors, can have confidence in the information and use it effectively. Achieving comparability involves teachers and other education professionals working together, supported by any external moderation activities organised by the local authority or multi-academy trust (MAT).”</p>	
<p>Cover costs for reading lead/phonics lead to monitor the previously introduced practice for reading with focus on GD and phonics lead for continued consistency of delivery of SSP to ensure progress is at pace.</p>	<p>DFE Reading Framework – “Proficiency in reading, writing and spoken language is vital for pupils’ success.”</p> <p>EEF – “SSP is the most effective approach for teaching pupils to decode.”</p> <p>The National Curriculum states children should be taught to “read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.”</p> <p>DFE Reading framework Appendix 2: Supporting Children’s Thinking “Strategies should be even more focused for those with SCLN .”</p>	<p>2 3</p>
<p>Development of writing for pleasure including through engaging writing areas/working walls.</p> <p>Resource cost</p>	<p>Ross Young: A Writing for Pleasure Manifesto: “Surveys conducted by the National Literacy Trust (Clark, 2016, 2017) make it clear that for many years there has been a decline or stagnation in UK children’s enjoyment, volition and motivation to write both in and out of school, with 49.3% of children showing largely indifference to or dislike of writing (Clark, 2017). Importantly, The National Literacy Trust also states that ‘eight times as many children and young people who do not enjoy writing write below the expected level compared with those who enjoy writing’ (2017, p.14). This is further supported by Ofsted’s (2019) latest research which also states that pupils’ motivation and positive attitudes towards learning to write are important predictors for attainment.”</p> <p>Ofsted advise that pupils should be given the chance to write about topics of their choice and recommends 30 minutes of writing per day for primary aged pupils.</p>	<p>1, 2, 3</p>
<p>Development of teaching of spelling</p>	<p>EEF Improving Literacy: The teaching of spelling is likely to work best when related to the current content being studied in school and when teachers</p>	<p>1, 2, 3</p>

<p>Spelling Shed</p>	<p>encourage pupils to use new spellings in their writing. Other promising approaches include paired learning approaches and the use of techniques such as 'look-say-cover-write-check'.⁷³ In the absence of better evidence regarding the teaching of spelling, teachers should be aware of the other strategies that good spellers appear to use and consider teaching these strategies directly.</p>	
<p>Release time for teachers to analyse own data to ensure robust target setting and specific planning, especially for those with combined need and for those aiming for GD, which teachers have ownership of to drive their own practice. Release time for discussion with SLT to plan intervention.</p>	<p>EEF recommend that for effective implementation of strategies school should "Identify a tight area for improvement using a robust diagnostic process, make evidence-informed decisions on what to implement, examine the fit and feasibility of possible interventions to the school context."</p>	<p>1, 2, 3</p>
<p>Motivating children to engage in learning at home – reader of the terms, phonics matched games, consistent flashcard based phonics interventions, quality author visits, subscriptions (see below), weekly TTRS celebration, learning logs.</p> <p>Vouchers</p> <p>Twinkle subscription to access flashcards + phonics matched games</p> <p>Printing/laminating/binding costs for reading diaries, reading intervention materials, whole class read extracts, games and promoting reading</p>	<p>DFE Reading framework - Children benefit hugely from listening to family members reading aloud to them.</p> <p>DFE Research Evidence on Reading for Pleasure - "Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment."</p> <p>NFER report on home engagement: pupil engagement is lower for deprived pupils. Structured subscription based services with mirrored use in school supports pupils to be familiar with how to use them. Parental response positive about pupil engagement with these at home.</p> <p>EEF recommends providing practical strategies to parents to support learning at home.</p>	<p>1 2 3</p>
<p>Subscriptions to support learning at home and at school – Bedrock, TTRS,</p>	<p>DFE Reading framework - SSP should be used to teach phonics and there should be fidelity to the programmes. (Active Learn)</p>	<p>1 2 3</p>

<p>Active Learn, Spelling Shed, Literacy Shed.</p> <p>Bedrock</p> <p>Active learn</p> <p>TTRS</p> <p>WRH</p> <p>CHARANGA</p>	<p>EEF states children should be taught “to recall their times tables quickly. Those who don’t may well have difficulty with more challenging maths later in school.”</p> <p>Underpinning the reforms to the Early Years Foundation Stage is the aim of reducing the language gap between children from language-rich homes and others. This focus should continue through school. Bedrock and linking this to reading and writing allows pupils “the opportunities to repeat and consolidate the vocabulary in different contexts.” (DFE Reading Framework).</p> <p>There is a direct link between a pupil’s vocabulary size and their academic achievement. Narrow vocabularies affect pupils’ attainment. Helping pupils to improve and widen their academic vocabularies is essential if standards and outcomes are to improve. The EEF toolkit suggests that oral language interventions consistently show positive impact on learning, adding up to five months' additional progress over a year.</p>	
<p>WRH workbooks to ensure access to an ambitious curriculum for all.</p> <p>Additional challenge cards pre-prepared for GD pupils.</p> <p>Reading extracts to be sent home for KS2 to support prosody – all pupils in KS2 have access to the same text; ensure GD questioning is targeted.</p>	<p>The chartered college research hub states that an ambitious curriculum for all means a curriculum as an entitlement to all children regardless of starting points. It advocates increasing cognitive demands and supporting these through “scaffolding, support and talk.”</p>	2 3
<p>Children’s University – access for all.</p> <p>Admin hours</p> <p>LSA lead to monitor and engage pupils</p> <p>Planned resourcing</p> <p>Printing costs</p> <p>Access</p> <p>Admin hours</p> <p>LSA support</p>	<p>Children’s University: “Children who participate in Children's University have the opportunity to learn in a rich range of contexts, experience new places, visit universities and attend their own graduation ceremonies.”</p>	5



<p>Music lessons, after school clubs, trips and residential:</p> <p>3x Half Terms of After School Clubs OR 2x Terms of Music tuition</p> <p>After School Club resourcing (cooking and art).</p> <p>Staffing – overtime costs</p> <p>PP funding will be allocated for visits allocated according to need/visit type.</p> <p>PP+ allocated for extra-curricular activities to support Post LAC development.</p> <p>£50 reduction to residential.</p>	<p>Cultural capital in sociology comprises an individual's social assets (education, intellect, style of speech, dress, etc.) that “promote social mobility within a stratified society”.</p> <p>The Ofsted Inspection framework states under curriculum intent: Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged the knowledge and cultural capital they need to succeed in life</p>	<p>5</p>
--	---	----------

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

Budgeted cost: £ 20,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted LSA support from pupil progress action planning.</p>	<p>School-Led Tutoring Guidance: “We know tutoring can have a positive impact on pupils’ academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.”</p>	<p>1, 2, 3</p>
<p>Targeted KS2 phonics to support progress of lowest 20%</p>	<p>The EIF ensures inspectors ensure teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%).</p>	<p>1, 2, 3</p>
<p>Targeted LSA deployment in Y6 (as additional LSA) to</p>	<p>Making best use of TAs: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on</p>	<p>1, 3</p>

<p>deliver intervention for pure and combined need pupils not on track to meet ARE in SATs.</p> <p>12 hours per week</p>	<p>attainment of approximately three to four additional months' progress.</p>	
<p>Deployment of LSAs for responsive feedback to impact all pupils but with PP pupils identified on action plans.</p> <p>0.5 per day LE, AM, LSm, LM, SB</p>	<p>EEF: Meaningful feedback, "Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be."</p>	<p>1, 2, 3</p>

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

Budgeted cost: £7432.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monthly monitoring + rewards</p> <p>ADMIN TIME (2 hours per week + 2 hour per half term):</p> <p>Printing costs</p>	<p>Pupils who do not attend well miss key aspects of learning and require catch up support to ensure gaps do not widen.</p> <p>36% of total persistent absence last year were PP</p>	<p>5</p>
<p>Planned intervention to target pupils with gaps arising due to poor attendance – catch up on missed sessions (2 hours per week)</p>	<p>Nuffield Foundation states that disadvantaged pupils generally have a higher rate of absence and intervention should be planned rather than one off.</p>	<p>2</p>
<p>After school childcare and breakfast club (20% of staffing)</p>	<p>Learning readiness will increase if children are regularly attending.</p> <p>2022-23: 25% of total PA pupils were PP</p>	<p>4 5</p>
<p>Individualised attendance plans</p>	<p>Learning readiness will increase if children are regularly on time. Access for vulnerable children to ensure engaged in healthy, supervised activities</p>	<p>4 5</p>

1 pupil - Breakfast club daily,	after school.	
After school childcare and breakfast club reduction – delivery of intervention for those attending. 50p per PP pupil per session (based on predicted 11 PP pupils attending 3 times per week).	Youth.gov tells us afterschool programs can support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, and provide a safe and supportive environment for children and youth.	3, 4

Total budgeted cost: £50,143.45

Part B: Review of pupil premium strategy outcomes

1. Writing attainment and progress for PP is in line or above all pupils and national (61% KS1 and 71% KS2)

KS1 PP writing attainment = 60% Pure PP = 100% 2/5 pupils in KS1 had combined need and neither achieved ARE in writing, although of these 2 pupils, one made accelerated progress from EYFS and one made good progress.

KS2 PP writing attainment = 68% Pure PP = 100% (1 pupil) 6/8 pupils in KS2 had combined need and 4 of these (50%) achieved ARE. Of the remaining 3, 2 made good progress from EYFS and the remaining pupil had significant home life difficulties which impacted on progress mid KS2.

2. GD attainment of PP pupils increases and gap between PP and all pupils closes.

ARE attainment (for context):

	All pupils	PP	Pure PP	Combined need
Reading	74%	92%	100%	86%
Writing	64%	68%	100%	43%
Maths	71%	88%	100%	79%
Combined	62%	63%	100%	43%

GD attainment remains a priority focus for school, for all pupils including those who are disadvantaged.

Whole school data for end of 2023-24 shows:

	All pupils	PP	Pure PP	Combined need	Non PP
Reading	17%	13%	18%	14%	18%
Writing	9%	4%	9%	0%	10%
Maths	14%	8%	18%	0%	15%

Pure PP children continue to achieve in line or above all pupils and non PP while those with combined need achieve lower in reading and significantly lower in writing and maths. This will be addressed as a whole school priority on GD next year, but does need to be considered that the SEND element of the combined need is a contributing factor to this data.

3. Pupils with combined need make the same level of progress as pure PP and attainment for this group increases.

For attainment see point 2.

For good or accelerated progress:

Y6	PP	Pure PP	Combined need
Reading	88%	100%	86%
Writing	88%	100%	86%
Maths	88%	100%	85%

One pupil did not achieve good progress in writing due to significant home life barriers mid KS2, although did make accelerated progress in maths and reading.

One pupil did not convert a 3 at EYFS in reading and maths to GD – this child has combined need.

50% of PP pupils made accelerated progress in reading and 25% in maths. All these pupils have combined need.

Combined need progress was in line with all PP and while slightly behind pure PP, there was only one pure child in this cohort.

At a whole school level for end of 2023-24

All	PP	Pure PP	Combined need
Reading	88%	100%	86%
Writing	84%	100%	71%
Maths	84%	100%	71%

32% made accelerated progress in reading.

12% made accelerated progress in writing.

20% made accelerated progress in maths.

For the one child who was working below keystage in Y2, Birmingham Toolkit was used and they made accelerated progress in reading and maths. This was despite poor attendance.

4. The proportion of PP pupils in our PA statistics reduced from 64%

Whole school PA for end of 2023-24 was 15% Of the 19 pupils tracked for PA 7 were PP – this is 36% and reduced from 64% in 2022-23. 11% were pure. 27% were combined need.

Of the 7 PP pupils at PA, 4 had an improving trend for their attendance by the end of the year.

An additional 10 pupils had been PA at Spring Term but had attendance above 90% by the end of the year. 30% of these were PP.

3 of these 7 PP pupils had term time holidays.

5. All pupils have a wide range of rich and varied experiences.

13% of all pupils who attended clubs in 2024 were PP.

8% of all pupils who engaged with Children's University were PP. Targeting engagement needs to continue to be a focus in 2024-25.

