



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 2022 to 2023 pupil premium strategy, by the end of December 2022.



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).

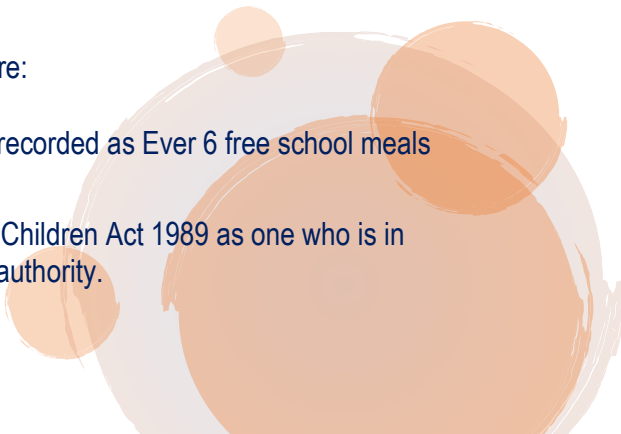
As with pupil premium, the funding for looked-after children will be paid to the LA and will be managed by the virtual school.

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 2022-23 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/using-pupil-premium-guidance-for-school-leaders)

[Recovery premium funding - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/recovery-premium-funding)

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

[Pupil Premium Guide | Education Endowment Foundation | EEF](#)



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.

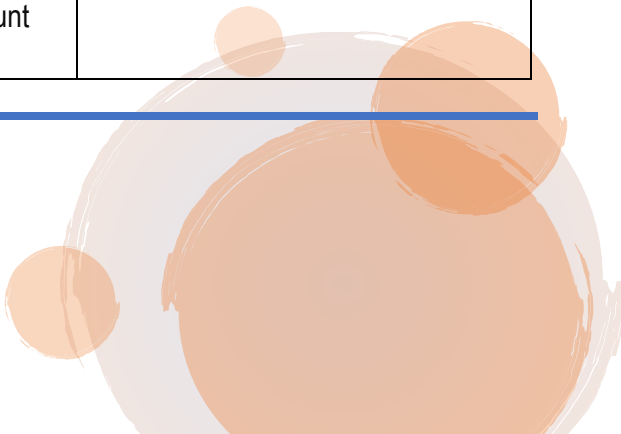
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harthill Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	17% (28 pupils) 26 = currently FSM (4= school defined) 2= Ever6 4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2022-23 is year 2 of 3)
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£45665
Recovery premium funding allocation this academic year	£4860
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	£50,525



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 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 be 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.

Challenges

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

Challenge number	Detail of challenge
1	PP progress and attainment in writing across school is lower than non PP.
2	Not all pupils, including PP, are learning to read at the same pace.
3	PP pupils with combined need make less progress than pure PP pupils.
4	PP pupils have fewer opportunities to access rich and varied experiences.
5	Attendance, punctuality and engagement is lower than non PP peers.

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 with non PP peers.	Writing attainment for PP pupils is above 69% at KS1 and KS2 (2022 national for KS2)

	<p>Writing attainment for pure PP pupils is in line with non PP peers.</p> <p>PP pupils with combined need make at least good progress from starting points.</p>
2. PP pupils learn to read at the same pace as all pupils.	<p>Phonics screening for PP at Y1 and Y2 pupils is in line with all pupils.</p> <p>PP pupils are making good progress with phonics.</p> <p>PP pupils in KS2 are accessing SSP and reading intervention to support vocab and comprehension.</p> <p>Vocabulary develops for all pupils.</p> <p>PP pupils read at home and are enthusiastic and passionate about books.</p> <p>All pupils including PP practice reading aloud to develop good prosody.</p>
3.All pure PP and those with combined need make at least good progress from identified starting points.	<p>Data in reading, writing and maths shows that children with combined need are making at least good progress from starting points.</p> <p>Birmingham Toolkit demonstrates progress in small steps for those pupils working below keystage.</p> <p>Phonics trackers show progress in learning and applying new sounds.</p>
4.Learning engagement is increased for PP pupils, including through better attendance, punctuality and classroom learning readiness.	<p>PP pupil attendance is in line with non PP peers.</p> <p>PP punctuality improves.</p> <p>PP pupils show readiness to learn in class, as evidenced through readiness to learn scale improvements and academic progress.</p> <p>PP pupils with contextual barriers to learning demonstrate an increased engagement in work through book scrutiny and drop ins.</p>
5.All pupils have a wide range of rich and varied experiences.	<p>PP pupils have equal opportunities to access curriculum enhancement offer.</p>

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: £18206.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>ROSiS subscription</p> <p>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.</p> <p>Subject leader and statutory assessment courses will support teacher assessment knowledge.</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>	<p>1 2 3 4</p>
<p>Cover costs for deputy head release time to support English development, deliver CPD, audit and purchase resources and support ECT development.</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>	<p>1 2 3</p>
<p>Cover costs for deputy head to monitor the introductions to reading teaching from 2021-22</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>Reading for Pleasure - materials for engagement, storytime and good quality reading environments + continued monitoring of use from materials bought the previous year.</p>	<p>DFE Reading Framework – “The challenge is to make sure that the right books support all children to thrive, whatever their background.”</p> <p>Wolf M (2008). ‘Proust and the squid – “The story and science of the reading brain’ We know that emotional engagement is the tipping point between leaping into the reading life or remaining in a childhood bog where reading is endured only as a means to other ends.”</p>	<p>2 3</p>

	<p>Reading impacts on writing. Reading Framework Appendix 3, For teachers; preparing to read a story. “Stories are a rich source of language – vocabulary and syntax. Good writers know how to entice young children into their texts. Through listening to repeated readings, and talking about what they have heard, the children have multiple exposures to vocabulary and the language of stories.”</p>	13
<p>Motivating children to read at home – reader of the terms, phonics matched games and quality author visits.</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 (apx 30% of total printing)</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.</p> <p>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>	23
<p>Subscriptions to support learning – Bedrock, TTRS, Active Learn</p> <p>Bedrock</p> <p>Active learn</p> <p>TTRS</p> <p>WRH</p> <p>CHARANGA</p>	<p>DFE Reading framework - SSP should be used to teach phonics and there should be fidelity to the programmes. (Active Learn)</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>	23

<p>WRH workbooks to ensure access to an ambitious curriculum for all.</p> <p>Reading extracts to be sent home for KS2 to support prosody – all pupils have access to the same text.</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>	<p>2 3</p>
<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>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: £ 17,767,58

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led-tutoring grant + top up.</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>Additional LSA deployment in Y1 to deliver intervention for combined need pupils not meeting phonics expectations in F2 (50% of these are PP) FH – 2.25 hours per day, 4 days per week.</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 attainment of approximately three to four additional months' progress.</p> <p>Summer 2022 data shows only 33% of PP pupils met expected standards for reading by the end of F2.</p>	2, 3
<p>Deployment of LSAs for responsive feedback to impact all pupils but with PP pupils identified on action plans. 0.5 per day LE, JB, JM, KBe, 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>	1, 2, 3

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

Budgeted cost: £14100.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monthly monitoring + rewards ADMIN TIME (2 hours per week + 2 hour per half term per pupil):</p>	<p>Pupils who do not attend well miss key aspects of learning and require catch up support to ensure gaps do not widen. 27% of total persistent absence last year were PP</p>	5
<p>Planned intervention to target Y6 with gaps arising due to past poor attendance (2.5 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>	2
<p>Combined need pupil required 27.25 hours per week of 1:1 support. PPG to cover cost falling outside Element 2 SEN funding.</p>		
<p>Pshychological first aid delivery</p>	<p>DFE Guidance: Supporting Well-being. "Some schools have found that keeping track of engagement has helped them understand how</p>	5

Deployment costs = 4 PP pupils targeted support for total of 7.5 hours per week = Books and resources to support well being	pupils are getting on, and to identify which pupils need more support.”	
Breakfast club 30% of B.CLUB STAFF (20% of ATTENDEES = PP)	Learning readiness will increase if children are regularly on time. 2021-22: 21% of children monitored for attendance below 96% are PP and 63% of all PP have attendance below 96%.	4 5
Individualised attendance plans 2 pupils - Breakfast club daily,	Learning readiness will increase if children are regularly on time. Access for vulnerable children to ensure engaged in healthy, supervised activities after school.	4
Individual settling plan 1 PP pupil		
After school childcare club reduction – delivery of intervention for those attending. 50p per PP pupil per session (based on predicted 5 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: £50,074.36



Part B: Review of pupil premium strategy outcomes

Writing attainment and progress for PP is in line with non PP peers:

- End of KS1 data shows that PP writing is significantly exceeding non PP peers with 100% PP attainment and progress.
- End of KS2 data shows that PP writing is still below non PP peers at ARE but note that there were 9 PP pupils in this cohort and that 7 of these children had combined need. Further note that whole school and non PP writing is also below reading and writing.
- There were no identified PP pupils in EYFS.
- Writing at a whole school level is a SIP priority for 23-24.
- In Y1 (23-24's Y2 cohort) 100% of PP pupils have made expected progress but only 50% are working within the KS1 curriculum. Both of the children attaining below ARE have combined need and 100% of pure PP in Y1 are achieving ARE. This is compared to non PP where 92% have made expected progress and 75% are attaining ARE.
- In KS2 Y2-Y4 100% PP pupils have made expected progress in writing although with 7/9 (78%) at age related expectation and 1/9 not on track with a combined need. 33% PP pupils Y2-Y5 are working at GD for writing.
- In KS2 Y5 (23-24's Y6 cohort) 5/8 (63%) PP pupils have combined need. 63% have made good or better progress in writing and 37% have made below expected. 2/3 of these pupils have an identified combined need. Of our pure PP pupils 67% have made good progress and are on track for ARE.

PP pupils learn to read at the same pace as all pupils:

- End of KS1 data shows that PP reading is exceeding non PP peers.
- 100% of pupils in Y2 achieved PSC by the end of Y2 – no PP pupils had to resit their PSC in Y2.
- Y1 PSC shows that PP pupil data is slightly behind non PP (PP = 75% non PP = 81% all = 78%) and the 1 PP pupil who did not pass has combined need. 85% of non PP pupils in Y1 have made expected progress in reading compared to 100% of PP pupils although 81% of non PP pupils are reading at ARE compared to 75% of PP pupils (1 combined need child).
- End of KS2 data shows that PP pupil reading is 67% which is exactly in line with all pupils (note that one additional PP pupil and one additional non PP pupil missed ARE by 1 mark, which would have changed these figures to PP = 78% compared to all pupils = 79%).
- 94% of PP pupils in 2023-24's KS2 made expected progress in reading (16/17 pupils with the remaining pupil having no prior data) and 88% of PP pupils are attaining ARE.

All pure PP and those with combined need make at least good progress from identified starting points

- The below indicates % of pupils making good or better progress between KS1 and KS2.

Progress data Y6 2023	All pupils	Pupil Premium	Pure	Combined
Reading	67%	67%	100%	60%
Writing	67%	78%	100%	71%
Maths	76%	78%	100%	78%

- 100% of PP pupils have made expected progress in all subjects between end of EYFS and end of KS1.
- Of the pupils who received support through the recovery premium, 33% were pupil premium. Of these pupils, 9/13 (69%) achieved ARE by the end of the year.

Learning engagement is increased for PP pupils, including through better attendance, punctuality and classroom learning readiness.

- PP attendance at the end of the year was 93% compared to 95% whole school. PP attendance was therefore higher than the national average for all pupils 2022-23.
- Of the 122 pupils who have been on a monitoring list during the year, 27 are PP (22%). Of these, 30% are pure PP with 70% of PP pupils monitored having a combined need.
- Of all 27 PP pupils who have been monitored, 19 have improving attendance, with 7 of these no longer requiring monitoring.
- 4 PP pupils have required formal attendance meetings and of these, 3 pupils have improving attendance.
- 17/27 PP children finished the year with attendance above 90% and 13 of these were above 93% (national average).
- Of the 14 pupils monitored for persistent absence, regardless of improvements, 9 (64%) are PP pupils, with 2 more who are not registered as PP but who had siblings attend our school who were. 6 of these 9 have combined need.
- Only 4 PP pupils present with barriers to engagement in classes – 1 of these pupils is under early help (and engagement is improving since support has been in place), 1 has a diagnosis of ADHD and the other 2 are awaiting CAMHS assessment. One of these latter pupils has improving attendance and engagement from starting point as a result of her breakfast club place being funded by school.

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

All pupils have benefitted from:

- 5 remote author visits pitched at various year groups, accessed through ROSIS subscription and through Scholastic.
- Trips – Crucial Crew, Yorkshire Wildlife Park, Yorkshire Sculpture Park and local village walks
- Y6 residential to Castleton.
- Visitors/workshops – Lego/coding workshop, artist workshops, science of sound workshop, Vikings online workshop.
- Pantomime and magic show.
- Opportunity to perform on a stage at Christmas.
- 20 PP pupils attended after school clubs accessed through PPG funding, ensuring they accessed clubs relating to their interests that they otherwise would not.
- 1 pupils accessed music lessons through PPG funding, learning to play guitar, which they would not have done otherwise.

