

Pupil Premium Strategy Statement

Hardwick Primary School

School overview

Metric	Data
School name	Hardwick Primary School
Pupils in school	
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£30,935
Academic year or years covered by statement	2020-2021
Publish date	October 2021
Review date	October 2022
Statement authorised by	Julie Hiddleston
Pupil premium lead	Graeme Page
Governor lead	Esther Monk

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a (COVID interruption)
Writing	n/a (COVID interruption)
Maths	n/a (COVID interruption)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	n/a (COVID interruption)
Achieving high standard at KS2	n/a (COVID interruption)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To further strengthen the ambitious and bespoke STEAM curriculum so that all children, regardless of starting points or vulnerability factors, experience a consistently implemented curriculum designed specifically to empower and inspire taking into account the local community.
Priority 2	To foster and grow cultural capital in all children (regardless of societal background) through developing: a deep sense of the world around them, an extensive emotional literacy vocabulary, motivation for learning through appreciation of human creativity and achievement, preparedness for opportunities, responsibilities and experiences of later life and the promotion of spiritual, moral, social and cultural development.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low level language skills – some disadvantaged pupils entering the school have delayed speech and language skills resulting in a ‘vocabulary gap’ • Differentiating between the need and provision for PP children who also fall into other categories such as SEND • Gaps in personal development, behaviour and welfare of Pupil Premium children result in a significant group being unprepared for learning.
Projected spending	£15,000

Teaching priorities for current academic year

Aim	Target	Target date
<p>The Quality of Education is strong for all pupils due to a curriculum that is designed to be ambitious for all children, particularly those with vulnerability factors (SEND, PP, EAL) and who may be in the lowest 20%</p>	<p>All children are in classes in which the teaching and learning is good or better.</p>	<p>Summer 21</p>
<p>There is a clear focus on ensuring that pupils are educated citizens because of a curriculum that is targeted towards increasing their cultural capital whilst inspiring them to learn more and achieve more.</p>	<p>The SRE curriculum becomes fully embedded in school and dovetails with the STEAM curriculum to produce holistic and rounded teaching and learning experience.</p>	<p>Summer 21</p>
<p>The quality of the curriculum is strong and the quality of teaching is consistently high. Leaders ensure that the standard of teaching is maintained and where it is not, poor teaching is robustly tackled and appropriate procedures followed.</p>	<p>Monitoring of teaching and learning is rigorous and effective. Poor teaching is supported swiftly to improve, further action is taken if improvements do not occur.</p>	<p>Summer 21</p>
<p>The Quality of Education is strong because teachers are well supported to ensure planning is of a high standard, coherent, sequenced within a larger learning journey and relevant and targeted towards achieving the four main intentions</p>	<p>Planning sessions are supported and quality assured by a link SLT member who will support and challenge teachers with their planning regularly throughout the year.</p>	<p>Summer 21</p>

Children learn well because teachers have strong subject knowledge which enables them to provide clear and accurate explanations. This is evidenced strongly through planning, higher level questioning and high expectations of oracy and vocabulary used in all lessons.	All lessons have a clear an identified oracy thread in which speaking and listening is actively encouraged and developed in all children.	Summer 21
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Targeted academic support for current academic year

Measure	Activity
The ambitious and broad curriculum is constructed to give all pupils the knowledge and cultural capital needed to succeed in life, consequently all pupils, especially disadvantaged pupils and those with SEN/D (pupils who are vulnerable) make strong progress relative to their starting points and can connect and apply the knowledge and skills they have learnt with increasing fluency and independence. achieve the best possible outcomes.	<p>To research, design and implement the Education Policy so that all children make progress, regardless of starting points or vulnerability factors, experience a consistently implemented curriculum</p> <p>To create a positive and respectful culture in which children demonstrate consistently positive attitudes towards their education thereby giving them the greatest possible opportunity to achieve positive outcomes now and later on in life.</p>
Teachers adapt and respond as necessary through a 'keep up not catch up' culture. Teachers systematically check understanding and identify misconceptions on the spot and use school strategies to plug any gaps. There are clear systems in place to ensure gaps are identified and then measures put	<p>Using elements of PiXL's Autumn transition package aimed at supporting children return to school after a long absence.</p> <p>Through question level analysis (QLA) common learning gaps are identified.</p> <p>Where appropriate, gaps are tackled through specific small group or whole class workshops. The majority of</p>

in place to close the gaps. This is possible because teachers have strong subject knowledge of their year group as well as deliberately planning for misconceptions	gaps are closed through carefully planning of our curriculum offer.
Barriers to learning these priorities address	Ensuring that all staff are given appropriate quality CPD to ensure that learning gaps are identified and closed. Parents are reassured and have a clear idea of how their child is progressing and what that provision looks like across the school.
Projected spending	£10,000

Wider strategies for current academic year

Measure	Activity
Priority 1	The HSLW will continue to develop contact and build rapport with parents.
Priority 2	Developing stronger links with parents which will in turn have a positive impact on school attainment and progress. Through – Breakfast Club, After School Clubs, Welcome events for parents, STEAM showcase assemblies. Careful consideration is needed to be given to mitigating against the effects of COVID in terms of removing opportunities parents have to come into school and feel part of the community.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Improving attendance and readiness to learn for the most disadvantaged pupils Ensuring that parents feel comfortable in communicating with the HSLW and understand the role she plays
Projected spending	£5,935

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To further strengthen the ambitious and bespoke STEAM curriculum so that all children, regardless of starting points or	The ambitious STEAM curriculum is constructed to give all pupils the knowledge and cultural capital needed to succeed in life,

	vulnerability factors, experience a consistently implemented curriculum designed specifically to empower and inspire taking into account the local community.	consequently all pupils, especially disadvantaged pupils and those with SEN/D (pupils who are vulnerable) make strong progress relative to their starting points. Ongoing CPD and reflection to ensure that this is being maintained. Regular monitoring by SLT
Targeted support	To maintain an outstanding level of quality first teaching across the school.	Thorough induction process for new staff, staff knowledge gap analysis leading to bespoke staff training and targeted INSET, TLT, LMT and MLT team monitoring across year groups and phases.
Wider strategies	To engage with families that are persistently absent from school (<90%) and to help them overcome a range of barriers to help secure good attendance. Supporting those families in most need.	Home School Link Worker. Attendance monitoring Attendance meetings