

Pupil premium strategy statement 2021-2022



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	Sedgefield Hardwick
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	41/210 = 19.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Sally Newton, Headteacher
Pupil premium lead	Paul Taylor, Deputy Headteacher
Governor / Trustee lead	Dr Simon Goon, Chair of Finance

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,405
Recovery premium funding allocation this academic year	£4,227
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	£61,632

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, will instil essential skills for their future, achieving both high academic standards and embedding secure social skills in equal measure. We will inspire all learners to apply these skills through dynamic learning opportunities and innovate our approaches, so all learners take the lead and utilise their talents. The focus of our pupil premium strategy is to support disadvantaged pupils to innovate and demonstrate secure academic and social skills in a range of contexts, with confidence and assurance.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' outcomes will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged appropriately in the work that they are set
- ensure disadvantaged pupils have strong emotional resilience
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Receptive and Expressive Language Acquisition: Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Children’s low levels of oracy impact negatively on achievement across the curriculum, creating barriers to progress in subject specific learning.</p>
2	<p>Value added progress: Disadvantaged children effectively secured basic skills in reading, writing and mathematics in KS1. However, our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils in KS2. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.</p>
3	<p>Emotional regulation: Our assessments (including wellbeing survey), observations and discussions with disadvantaged families indicate that many children lack resilience and struggle to maintain focus when part of a large class size. They often lack self-esteem and too easily see they themselves as less able than their peers, many of whom are from affluent backgrounds. This can lead to feelings of being overwhelmed resulting in emotional meltdown or shutdown behaviours.</p> <p><i>Teacher referrals for support have markedly increased during the pandemic. 24 pupils (11 of whom are disadvantaged) currently require small group additional support with social and emotional needs, with 7 (4 of whom are disadvantaged) receiving 1 to 1 Counselling Support.</i></p>
4	<p>Parental engagement: Often children from disadvantaged backgrounds are not fully supported to complete learning tasks at home (either through homework or during partial school closures/ full lockdown) because some parents lack confidence in their own understandings to be able to offer consistent guidance.</p>
5	<p>Attendance: Children who are disadvantaged, particularly Ever 6 Free School Meals, do not attend school as regularly as their non-disadvantaged peers. Disadvantaged children are often from families where there are multiple siblings and families may not have the internal capacity to maintain routines which support good attendance.</p>

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
<p>1. Improved receptive and expressive Language skills among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>End-point assessments across subjects (and in the Early Years) will indicate that pupils can use and understand an increasing number of subject specific vocabulary.</p>
<p>2. a) Improved reading value added progress among disadvantaged pupils at the end of KS2.</p> <p>b) Improved maths value added progress among disadvantaged pupils at the end of KS2.</p>	<p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p>
<p>3. Achieve and sustain improved independent emotional regulation and consequent wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of independent emotional regulation from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations (triangulating improved regulation at home, classroom, and social school situations) • a significant reduction in the number and frequency of pupils who require adult intervention to restore emotional equilibrium. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>4. Improved levels of parental engagement, understanding of progress and ability to support home learning.</p>	<p>Improved levels of parental participation in school life as demonstrated by:</p>

	<ul style="list-style-type: none"> • increased attendance at both in person and online school curriculum events • parental survey results will indicate an increase in confidence in supporting pupils with learning, particularly in maths and reading. • pupils will complete regular maths and reading home learning activities, including interventions.
<p>5. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £11,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a vocabulary and language teaching programme across the school curriculum, including in Early Years. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Furthermore, they will be able to access a wide range of learning and not be hindered by their understanding and use of subject-specific vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. We will also fund an additional SLA with the LA Communication and Interaction Team to support professional development.</p> <p>£2,000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of standardised diagnostic assessments and corresponding analysis and intervention; MARK.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. Training for support staff to utilise intervention bank for Maths.</p> <p>£3,612</p>	<p>Standardised tests will provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2 a), 2b)
<p>Subscription to accessible Reading resources to promote comprehension for all.</p> <p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based</p>	<p>Accelerated Reader is widely used in England, but much of the evidence for the approach comes from the US.</p> <p>Pupils who were offered Accelerated Reader made 3 months' additional progress in</p>	2a), 4

<p>software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.</p> <p>£4,221</p>	<p>reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p>For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers:</p> <p>Accelerated Reader Education Endowment Foundation EEF</p>	
<p>Improve the quality of social and emotional (SEL) learning by implementing whole school approaches to support self-management in emotional regulation.</p> <p>All of these experiences draw heavily on the five core SEL competencies described in the EEF guidance report, Improving Social and Emotional Learning in Primary Schools: self-awareness, self-management, social awareness, relationship skills and responsible decision making</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£3,400</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Children are experiencing a need to manage strong emotions. They will have seen their normal social relationships disrupted. They may be struggling to recognise the emotions and perspective of others with whom they share limited space. They are being asked to make responsible decisions</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 4

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

Budgeted cost: £43,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>45 pupils will access School Led Tutoring This equates to 9 hours per week @ £39 per hour Termly cost: £4,914 Annual Cost: £14,642</p> <p>School Led Tutoring subsidy grant = £3645 Total cost to school (minus subsidy grant) £10,997</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2a, 2b</p>

DISADVANTAGED PUPILS ACCESSING PROVISION

N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total	%Age
				6	6	7	5	24	53%

<p>Deploy DHT to teach small groups of Year 6 pupils for daily maths and English teaching sessions to ensure that all progress for targeted pupils is accelerated and disadvantaged pupils have a significantly higher pupil-to-staff ratio.</p> <p>10 hours per week @ £39.95 per hour Termly cost = £5,593 Annual cost = £16,779</p> <p>Deploy AHT to teach small groups of Year 1/2 pupils for daily maths and phonics teaching sessions to ensure that all progress for targeted pupils is accelerated and disadvantaged pupils have a significantly higher pupil-to-staff ratio.</p> <p>10 hours per week @ £35.25 per hour Termly cost = £4,940.60 Annual cost = £14,821.80</p>	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Reducing class size has a positive impact of +2 month, on average. Most studies examine reductions of 10 pupils.</p> <p>Smaller classes impact upon learning as the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>Reducing Class Size Education Endowment Foundation EEF</p>	<p>2a, 2b, 3,4</p>
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DISADVANTAGED PUPILS ACCESSING PROVISION

N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total	%Age
		5	2				5	12	27%

<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Early Talk Boost</p> <p>£450</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
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DISADVANTAGED PUPILS ACCESSING PROVISION

N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total	%Age
7	6							13	29%

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

Budgeted cost: £ 7, 349

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Refer Upper Key Stage 2 disadvantaged pupils (as appropriate) to participate in Healthy Mind programme to support mental health in transition to KS£, boosting self-esteem and identity assurance.</p> <p>£4950</p>	<p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p>	<p>5</p>
<p>Provide equality of opportunity for all in terms of the attendance at wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and residential visits.</p> <p>£1500</p>	<p>Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work.</p> <p>(Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011)</p> <p>Extensive research points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. We</p>	<p>5</p>

	strongly believe that the values acquired in such engagement transfer directly into school and help children to become more efficient learners.	
Contingency fund for acute issues £899	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £61,632

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 93%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than their peers and persistent absence 2% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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	