

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	Harewood Primary
Number of pupils in school	399 (October census 2021)
Proportion (%) of pupil premium eligible pupils	50.9% (October census 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	At termly Governors meetings
Statement authorised by	Caroline Heywood Headteacher
Pupil premium lead	Susie Cooper
Governor lead	Carole Pollard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253 215 based on 171 (October census 2020)
Recovery premium funding allocation this academic year	£25 520
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	£278735

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School context

Harewood Primary school is a Local Authority maintained school in Stockton on Tees. We have year groups with a maximum PAN of 60 children. In 2020 72% of our children were living in the bottom 20% of the most deprived children (IDACI report 2019)

IDACI report 2019:

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	179	40%	392
2	10% to 20%	3285 to 6568	145	32%	5331
3	20% to 30%	6569 to 9853	88	20%	9087
4	30% to 40%	9854 to 13137	2	0%	10552
5	40% to 50%	13138 to 16422	17	4%	13925
6	50% to 60%	16423 to 19706	16	4%	18329
7	60% to 70%	19707 to 22990	1	0%	21150
8	70% to 80%	22991 to 26275	0	0%	
9	80% to 90%	26276 to 29559	0	0%	
10	10% Least Deprived	29560 to 32844	2	0%	30913
		UNKNOWN	0	0%	
		TOTAL	450	15.4%	5060

Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	174	39%	346
	6% to 10%	1643 to 3284	5	1%	1974
2	10% to 15%	3285 to 4927	2	0%	3611
	16% to 20%	4928 to 6568	143	32%	5355
3	20% to 25%	6569 to 8211	0	0%	
	26% to 30%	8212 to 9853	88	20%	9087

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- To allocate additional teaching assistants to each Year Group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning support.
- School led tutor to provide 15 hours of tuition in very small groups.
- Academic mentor to work with small groups of identified children.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals and vulnerable children to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Harewood values and thus enhance learning.
- To provide support to children through an equine therapist, play therapist and educational Psychologist.
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Low attainment on entry to the Early Years Foundation Stage in all areas Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Emotional issues; high numbers of children with attachment-disordered behaviour through emotional or anxiety issues.

	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Attendance and Punctuality issues Whilst attendance is slightly above National Average, there are a number of children whose attendance is below 90%.
5	Chaotic family lives and Social Service involvement

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0) Reduce the gap between disadvantaged and non-disadvantaged children in each year group from the previous year.
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0) Reduce the gap between disadvantaged and non-disadvantaged children in each year group from the previous year.
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0) Reduce the gap between disadvantaged and non-disadvantaged children in each year group from the previous year.
Phonics	Achieve national average expected standard in PSC. Reduce the gap between disadvantaged and non-disadvantaged children.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations to 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.
Other To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations An increase in participation in enrichment activities, particularly among disadvantaged pupils.

	<ul style="list-style-type: none"> Sustained high attendance demonstrated by achieving national average attendance for disadvantaged children. To reduce the number of children who are late to school each day.
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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: £215,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that the new Phonic Reading scheme is monitored closely and pupils making below expected progress are identified.</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (£10,000)</p>	<p>The gap between disadvantaged children and non-disadvantaged children in Reception in 2020-21 was much greater than 2018-2019 (Last year of data).</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF – Pupil premium guide EEF – Big Picture Education Endowment Foundation EEF</p>	1,2,3
<p>To increase the staff pupil ratio in most year groups resulting in positive progress gains.</p> <p>(Additional staff £197,894)</p>	<p>Research from EEF suggests that small class sizes will improve outcomes for children.</p> <p>To use formative and summative assessments to identify pupils who may require more targeted support.</p>	1,2,3
<p>Target disadvantaged pupils using in house data and provide additional to support them through small classes.</p> <p>(Shine resources £691)</p>	<p>NFER – Research Nov 2015</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p>	1,2,3

<p>To scrutinise the data from Reading Eggs and Reading Plus to identify any areas of weakness and target groups of pupils. (£4248)</p>	<p>Standardised tests can 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (£2138)</p>	<p>Standardised tests can 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff including the inclusion of emotional literacy in assemblies. Children will complete a RISE assessment to enable an understanding of areas of emotional difficulties for classes and individuals. (£100)</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): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: Additional teaching staff £7,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Academic mentor £900)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more</p>	1,2,3

School led tutor £6455 (school contribution) School staff	effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	
Engaging with the National Tutoring Programme to provide a blend of mentoring and 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. (As above)	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1,2,3

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

Budgeted cost:

Therapies -£19,340

PSA - £17, 648

Clothing - £500

Taxis - £500

Visits and visitors - £5,820

Breakfast club - £12,501

Total Projected spend £56,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide children with a broad range of first hand experiences and participate in a wider range of interests and hobbies	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	3,4,5
To work reactively with families and provide bespoke support for parents and children. This could include access to the Parent Support Advisor, an Educational	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning This provides support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, etc.	3,4,5

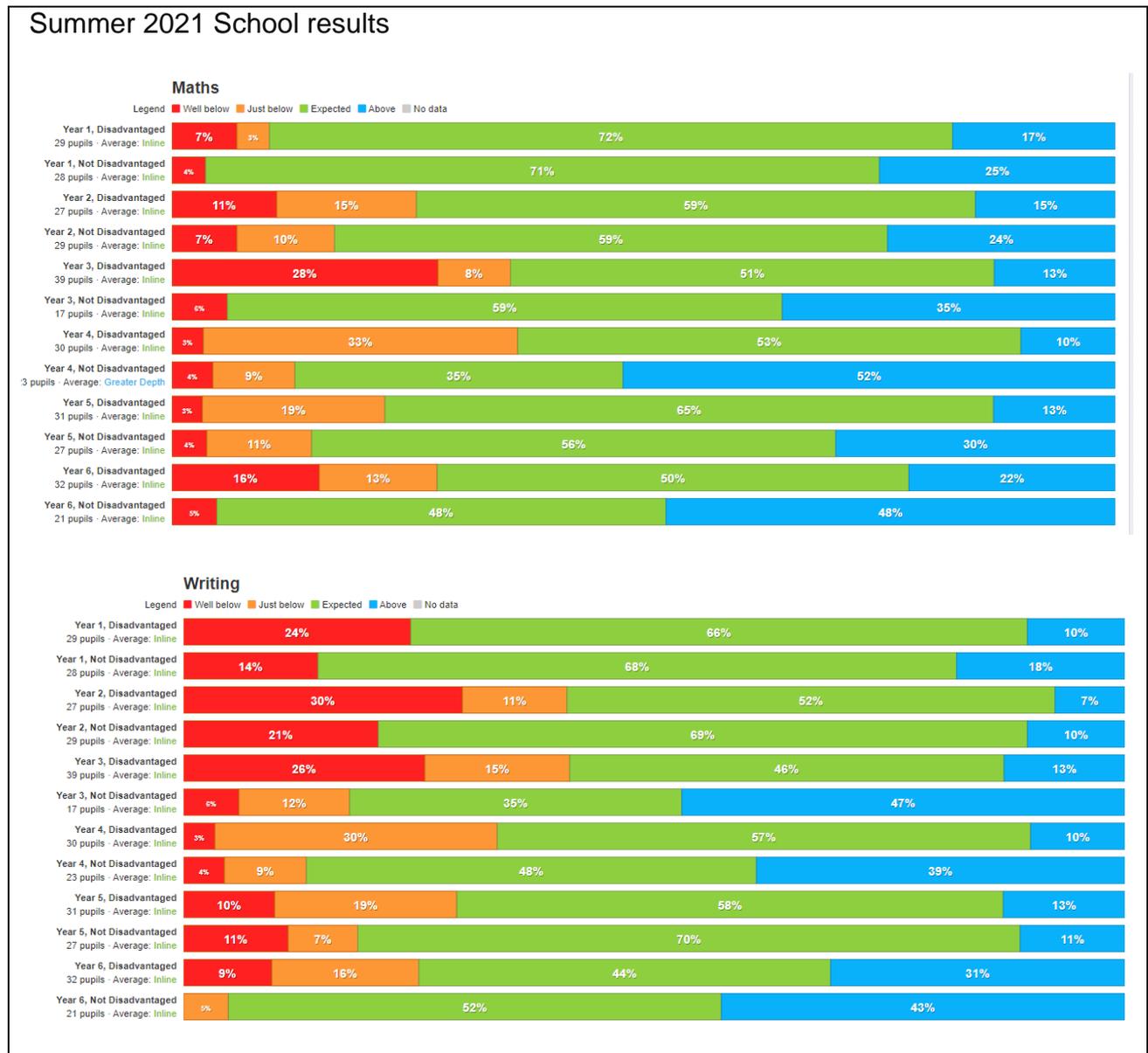
<p>Psychologist, a play therapist or an equine therapist.</p> <p>To provide uniform, where necessary.</p> <p>Pupil premium children to have free access to breakfast club.</p>		
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve 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>Staff training - ATTEND</p>	<p>4</p>

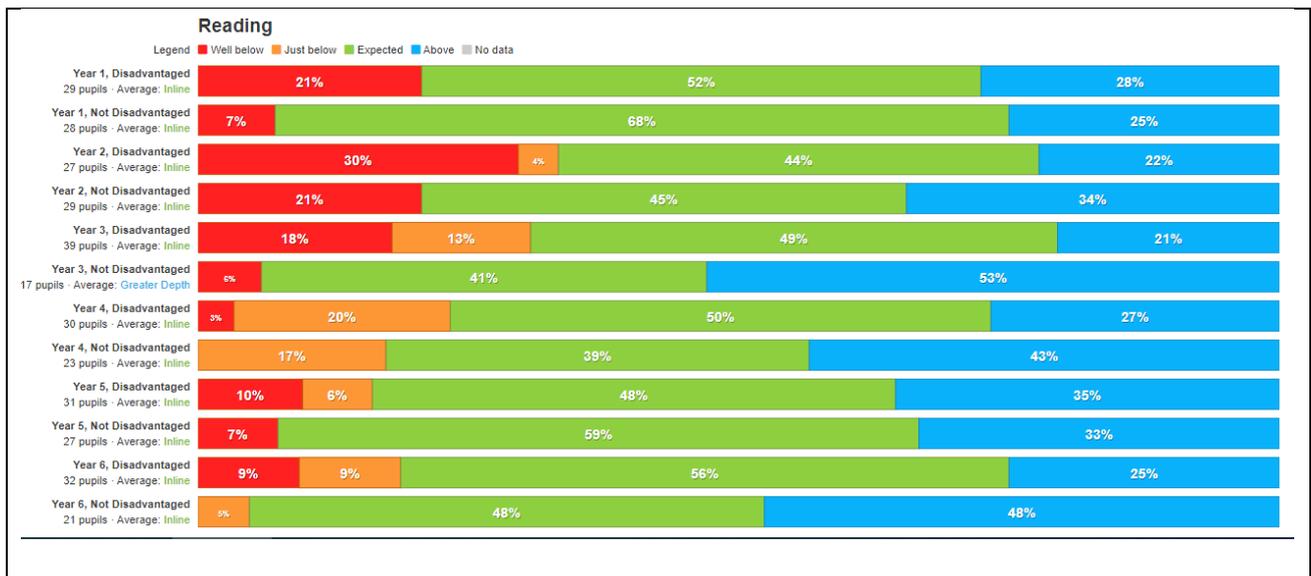
Total budgeted cost: £ 278,735

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.





Externally provided programmes

Programme	Provider
Times tables rockstars	TTRockstars
Reading Plus	Reading solutions
Lexia	Lexia
Reading Eggs	3P Learning
Stick n Split	Sunflower learning

Further information

The success at the end of Key Stage 2 in previous years shows how effective our pupil premium strategy has been at Harewood Primary, this has included additional staff to reduce class sizes and extra staff to increase adult:child ratio.

Key Stage 2	National Expected 2019 %	School Expected %	PP %	National Greater Depth 2019 %	Greater Depth School %	Greater Depth School PP %
Reading	73	86	87	27	41	40
Writing	78	86	83	20	30	30
SPaG	78	84	80	36	54	43
Maths	79	89	83	27	41	37
Combined R/W/M	65	84	83	11	20	17
Key Stage 1	2019			2019		
Reading	75	84	82	26	21	14
Writing	70	83	79	15	17	11
Maths	76	88	93	22	24	18
Combined R/W/M	65	79	79	11	14	7
Yr. 1 Phonics	82	87	85			
EYFS GLD		67	50			