

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 School
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	54.5% up from 50.9% in the previous year
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Caroline Heywood
Pupil premium lead	Susie Cooper
Governor / Trustee lead	Carole Pollard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325200 (based on October 2022 census)
Recovery premium funding allocation this academic year	£ 30740
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	£355 940

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 2023 73% 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	184	41%	387
2	10% to 20%	3285 to 6568	143	32%	5291
3	20% to 30%	6569 to 9853	81	18%	8954
4	30% to 40%	9854 to 13137	4	1%	11016
5	40% to 50%	13138 to 16422	14	3%	14518
6	50% to 60%	16423 to 19706	14	3%	18305
7	60% to 70%	19707 to 22990	0	0%	
8	70% to 80%	22991 to 26275	2	0%	25451
9	80% to 90%	26276 to 29559	3	1%	27926
10	10% Least Deprived	29560 to 32844	0	0%	
		UNKNOWN	0	0%	
		TOTAL	445	15.0%	4924

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	182	41%	370
	6% to 10%	1643 to 3284	2	0%	1974
2	10% to 15%	3285 to 4927	4	1%	3510
	16% to 20%	4928 to 6568	139	31%	5342
3	20% to 25%	6569 to 8211	6	1%	7200
	26% to 30%	8212 to 9853	75	17%	9094

Challenges

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

Challenge number	Detail of challenge
1	<p>Weak Language and Communication skills</p> <p>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.</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas</p> <p>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.</p>
3	<p>Emotional issues; high numbers of children with attachment-disordered behaviour through emotional or anxiety issues.</p> <p>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.</p>
4	<p>Attendance and Punctuality issues</p> <p>Whilst attendance is slightly above National Average, there are a number of children whose attendance is below 90%.</p>
5	<p>Chaotic family lives and Social Service involvement</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>Improve oral language skills and vocabulary 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>Improved reading attainment among disadvantaged pupils at the end of KS2.</p>	<p>KS2 reading outcomes in 2025/26 show that the percentage of disadvantaged children achieve national averages.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2025/26 show that the percentage of disadvantaged children achieve national averages.</p>

<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 writing outcomes in 2025/26 show that the percentage of disadvantaged children achieve national averages.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment and mental health and well-being activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved attendance and punctuality 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 at least in line with national average and there being no attendance gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of all pupils, including disadvantaged pupils, who are persistently absent being at least in line with national average • to reduce the number of children who are late to school each day.

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: £205,966

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To create a bespoke Phonic Reading scheme for the children in Harewood and ensure that this is monitored closely and pupils making below expected progress are identified.</p> <p>Renewal of a DfE validated Systematic Synthetic Phonics programme which we will adapt for the needs of the children at Harewood Primary school to secure stronger phonics teaching for all pupils. Purchase of additional phonics books. £3750</p>	<p>Whilst there was a marked increase in the number of children achieving the Reading ELG there was still a significant difference between disadvantaged and non-disadvantaged. Cohort results are at least in line with national average. Creating a bespoke phonics scheme has impacted on writing results.</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: 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 £194,416)</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. (Insight £1200)</p>	<p>NFER – Research Nov 2015 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. (£4850)</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. Purchase of Testbase. (£250)</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. National College CPD £1500</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: £ 34,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Additional targeted intervention</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 effective when</p>	1,2,3

(school contribution) Additional Teaching assistant support £34,019	delivered as regular sessions over a period up to 12 weeks as evidenced in : <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	
Engaging with the National Tutoring Programme, where appropriate, or receive school 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:

Staff (SENDCO release time/PSA/Therapy/Harewood Tots) £73,184

Clothing - £500

Taxis - £500

Visits and visitors - £5,820

Breakfast club - £13,047

External Therapists/Educational Psychologist - £15,485

Kidsafe £250.00

Hamish and Milo resources £1,500.00

After school clubs run by teaching assistants - £8,000

Studybugs - £1000

Budgeted cost: £ 119,286

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, SENDCO an Educational Psychologist, Alliance, a play therapist, therapist	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>from the Bungalow project and Preventions.</p> <p>This could include access to Harewood Tots to encourage parents to engage with education at an earlier age and to prevent isolation.</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>Weekly drop in with SENDCO, DHT and PSA</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>ATTEND being used, where appropriate</p> <p>Attendance data analysed during staff meeting using studybugs – whole class attendance celebrated</p>	4

Total budgeted cost: £359,271 (additional costs from school budget)

Part B: Review of outcomes in the previous academic year 2022 2023

Pupil premium strategy outcomes

Targeted academic support for current academic year

Progress in Reading

Phonics reading scheme was adapted for Reception and Year one. Any new staff attend training and have an understanding of the scheme which is delivered using the same approach. Children making less than expected progress continue to be identified and interventions are put in place – such as daily reading and phonics sessions.

Use of Insight (and EY assessment) to identify which children need additional support and time allocated to support the children. Testbase scores are scrutinised and areas of weakness identified and interventions targeted.

Reading Eggs and Reading Plus are regularly scrutinised to identify which children are not making the expected progress. Children are then allocated adult support to help with learning through extra support with a teaching assistant or accessing some school led tutoring.

All classrooms now have a dedicated reading area, some with an interactive display to allow the children to share their book reviews with their peers. A book hut has been introduced to encourage children to read both in school and at home. Reading to the children at the end of each day by a member of staff. New and up to date books bought from new authors and shared across school. Reading assemblies take place every Wednesday and a child from each class takes home a reading scrapbook each week.

This resulted in the following outcomes; (2022 2023)

Reading

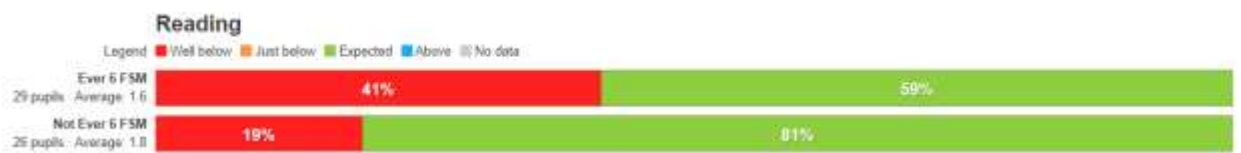
EY – reading ELG

2021 2022 results were 69% for the year group.

2022 2023 results



2021 2022 results



2022 2023 results

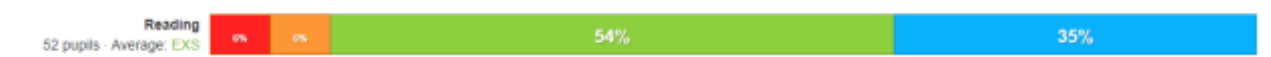


KS1

2021 2022 results



2022 2023 results



2021 2022 results



2022 2023 results



KS2

2021 2022 results



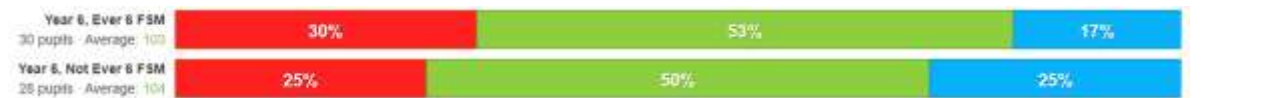
2022 2023 results



2021 2022 results



2022 2023 results



Whilst year 6 results are lower than in 2021 2022 they are an excellent achievement. Sixteen percent of children in Year 6 joined since Year 2 with 5 children joining from other countries, some of those children didn't speak English when they arrived at school. We may be able to disapply some of these children during the checking results process in September.

Writing

School led tutoring continues to be used to work with either individuals or small groups. Children had access to high quality teaching in small teaching groups. The use of our own staff has led to more personalise tuition. Staff received a number of CPD sessions about planning writing sessions, long and medium term plans were adapted over the year. The writing lead met with year group teams regularly to moderate books and share ideas.

2022 2023 results

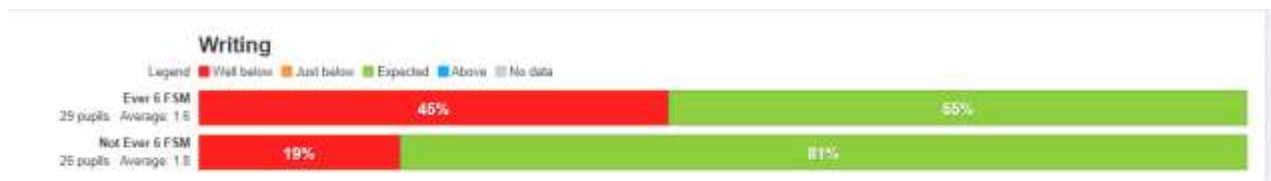
EY

2021 2022 results were 67% for the year group.

2022 203 results



2021 2022 results



2022 2023 results



KS1

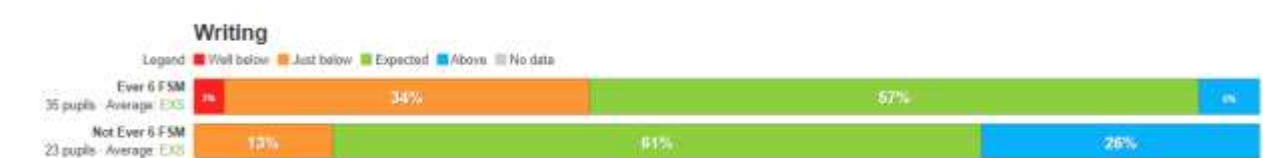
2021 2022 results



2022 2023 results



2021 2022 results

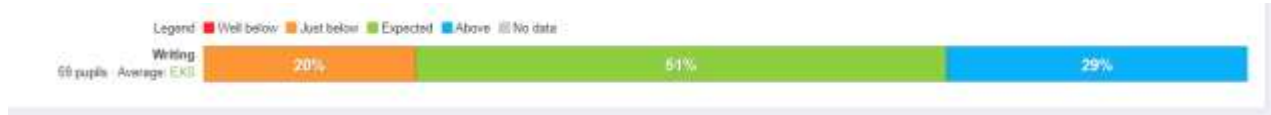


2022 2023 results



KS2

2021 2022 results



2022 2023 results



2021 2022 results



2022 2023 results



Mathematics

School led tutoring is used to work with either individuals or small groups. Children have access to high quality teaching in small teaching groups. Testbase results were scrutinised and areas of weakness were identified – interventions were targeted. The Maths lead delivered CPD through staff meetings regarding planning and the delivery of lessons.

2022 2023 results

EY

2021 2022 results were 69% for the year group

2022 2023 results



2021 2022 results



2022 2023 results



KS1

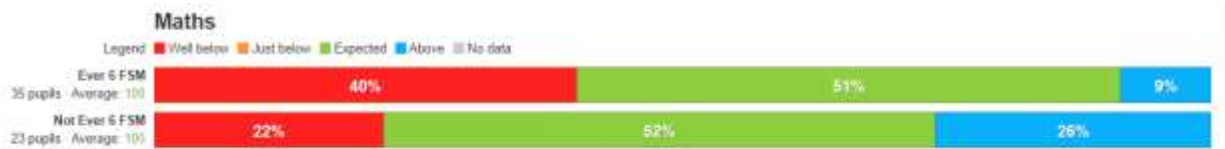
2021 2022 results



2022 2023 results



2021 2022 results



2022 2023 results



KS2

2021 2022 results



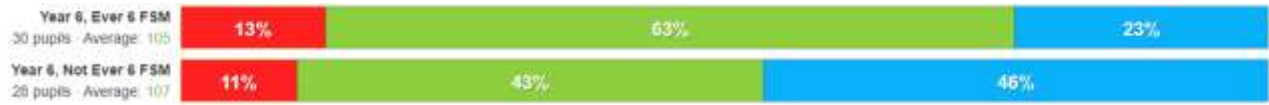
2022 2023 results



2021 2022 results



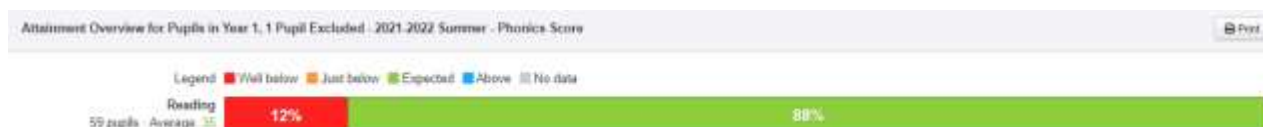
2022 2023 results



Phonics

All staff received training using ELS. Phonics lessons are delivered consistently, children who are not keeping up are identified and additional support provided through additional teaching assistant support or school led tutoring.

2021 2022 results



2022 2023 results



Two children had only been in school for a very short time prior to the phonics test. Results excluding these children would have been 89%.

2021 2022 results



2022 2023 results



Improved oral language skills and vocabulary among disadvantaged pupils.

High focus across school developing vocabulary. Children have accessed specific language programmes – vocabulary is high focus in all areas of the curriculum. Children still need to continue to develop their language skills.

Nursery staff have been trained in Early Talk Boost which has been delivered successfully. Reception children continue to access interventions.

Other

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Children have had access to emotional literacy lessons to develop their use of emotive language. Mental Health lead has accessed the DFE Thrive Mental Health training and formulated an action plan for 2022-2023. Identified children have been supported by external agencies, Early Help has supported school with a number of families. Children have access to nurturing, supportive classes. PSA has a very good relationship with parents and will signpost them to external support if support isn't available in school. A number of children have accessed play therapy. Mr Ciccone has worked successfully with 39 children using block therapy and 25 children the RRR scheme. He has adapted schemes to be able to work with younger children. Alliance have supported 30 children, either through one to one or group work as well as a number of parents.

Meetings with Michelle Latham, school support advisor, have resulted in 4 families receiving additional support. Harewood Tots is well attended each week – providing an environment to support parents as well as children.

148 children are on the register for breakfast club, 105 of these are pupil premium. Attendance varies between 40 and 80 children. Less than 10% of children pay each week.

Children have experienced a wide range of trips and visitors this year. They have accessed a number of sport tournaments and festivals.

School have set up an internal food bank to help those parents immediately who are in crisis.

13 parents accessed the Bungalow project over the year. Parents who have accessed this have said how helpful it has been – they have felt that someone has heard them.

To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.

We continue to analyse attendance carefully using previous years data to see whether there is a pattern. Some families were identified and the PSA worked carefully with them and the children. DHT attended the ATTEND training and shared this with the admin team and the rest of the staff. Staff spent a staff meeting looking carefully at attendance and attendance patterns. Children with less than 90% attendance had SIMS forms highlighted to inform parents how many sessions it would take to improve their attendance to 90% We subscribed to studybugs which has highlighted children to watch and has celebrated class success.

Persistent absence is below **National average** – PA is 13.4% which is 52 children, 4 of those children joined school in the Summer term. 16 of those 52 children were at 89% or above.

Attendance is at 94.4% which is above national average

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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
Times tables rockstars/Numbots	TTRockstars
Reading Plus	Reading solutions
Lexia	Lexia
Reading Eggs	3P Learning
Stick n Split	Sunflower learning
SATs bootcamp	Sats bootcamp

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Outcomes at the end of Key stage 2 continue to be good – this is testimony to the strategy that we have had in place for a number of years that ensures high quality teaching and small, focussed groups.

As the children move through school the gap between disadvantaged and non-disadvantaged decreases.

In order to develop life chances we are highlighting career opportunities to our children which will also widen experiences.