

Pupil premium strategy statement 2021-2024

Harden Primary School

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	Harden Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Kirsty Hutchinson
Pupil premium lead	Mrs Leanne Ruddock
Governor / Trustee lead	Mrs Helen Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,274
Recovery premium funding allocation this academic year	£3,335
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	£30,609

Part A: Pupil premium strategy plan

Statement of intent

At Harden Primary School we aim to provide all pupils the best opportunities and access to outstanding teaching and learning. We use our pupil premium and recovery grants to meet the needs of all learners and enable them to access the whole of school life. We have focused the use of Pupil Premium funding to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference between them and their peers. Our analysis of individual pupil performance and knowledge of our curriculum provision has shaped how we spend pupil premium monies to maximize positive and effective outcomes.

- To ensure disadvantaged pupil make consistently good progress across school and to raise attainment to be in line with national average and year group expectations.
- To ensure identified disadvantaged pupils make accelerate progress.
- To deliver intervention programmes alongside quality first teaching
- To ensure pupil premium funding is allocated to enhance a pupil's school experience and to directly improve their life chances.
- Residential visits to be paid in full/subsidised for identified pupils
- To raise attendance & punctuality of identified pupils.
- To provide support for the families of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of pupil premium are struggling with the social and emotional aspects of learning.
2	Many pupils eligible for pupil premium are also SEN, PLAC or LAC.
3	After Covid many pp children struggle with resilience and growth mindset.
4	Pupils have become passive in their approaches to learning due to the impact of online learning and home issues
5	A number of disadvantaged children have fallen behind their peers in terms of basic skill consolidation due to Covid closures
6	Poor comprehension and inference skills in reading. (More able PP pupils demonstrate poor inferential skills compared to 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
Disadvantaged children make at least good progress with English and maths skills depending upon their starting points.	<ul style="list-style-type: none"> • Disadvantaged children are tracked carefully by class teachers and leaders. • All disadvantaged pupils are provided with maths and English learning activities closely matched to their need. • All lessons ensure the same high expectations of English and maths skills. • PP children read regularly at school and encouraged to do so at home developing good fluency and comprehension skills and a love of reading. (Identified in reading records) • PP outcomes are in line with non PP children at both EXS and GDS at KS1 and 2.
Disadvantaged children to be able to safely access morning and lunchtime playtimes.	<ul style="list-style-type: none"> • All disadvantaged children are able to access playtimes, morning and lunchtimes with reduced incidences. • Disadvantaged children are happy at morning and lunchtime playtimes. • Bespoke interventions are in place for those children who need it.
Disadvantaged children to have access to a broad and balanced curriculum.	<ul style="list-style-type: none"> • The curriculum is ambitious for disadvantaged pupils • Monitoring activities (moderation of outcomes in books, planning scrutinies, termly data analysis) undertaken by SLT and subject leaders evidence Quality First Teaching and high quality work for disadvantaged pupils
Disadvantaged children to be able to access whole of school life.	<ul style="list-style-type: none"> • Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life • Disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests • There is strong take-up by disadvantaged pupils of the extracurricular opportunities provided by the school • 100% of PP pupils access all school trips and visits planned for their class • PP Children are exposed to a wide range of social, cultural, enrichment and sporting

	experiences within (and outside) the school day
Disadvantaged children perform at least in line with their peer group.	<ul style="list-style-type: none"> • In all years disadvantaged children attain at least in line with their non disadvantaged peers in R,W,M. • Disadvantaged pupils consistently achieve highly in EY, KS1 & KS2 • More able disadvantaged pupils in all areas of school make good progress in line with their individual aspirational targets • Disadvantaged children receive targeted intervention to accelerate progress. • Intervention records evidence high quality, targeted support • SLT and teachers are aware of the attainment, progress and trajectory for pupils
Disadvantaged children attend school regularly.	<ul style="list-style-type: none"> • Disadvantaged pupils' attendance is inline or better than non disadvantaged children nationally • Persistence absence for disadvantaged pupils is lower than the national figure • Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school • Attendance action plans are in place for all identified pupils • Bespoke support is provided for disadvantaged families as required
Disadvantaged children demonstrate excellent levels of wellbeing.	<ul style="list-style-type: none"> • Disadvantaged pupils consistently have highly positive attitudes and commitment to their education • More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities • Disadvantaged pupils consistently report high levels of wellbeing in school • Monitoring shows that disadvantaged pupils are highly motivated and persistent in the face of difficulties • Disadvantaged pupils make a highly positive, tangible contribution to the life of the school and the wider community • Disadvantaged pupils actively support the wellbeing other pupils • Disadvantaged pupils to recognise online and offline risks to their well-being • All PP pupils have access to full school uniform

Activity in this academic year 2022-23

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: £ 4,509

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchased Little Wandle Letters and Sounds phonetically matched book scheme and additional CPD opportunities for all staff delivering LW.	Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Education Endowment Foundation – Phonics + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	4, 5 and 6
Blank level SALT and Vocabulary VIPERS training targeted at enabling vulnerable /disadvantaged groups to access higher tiers of language.	There is clear and consistent evidence about the importance of vocabulary development. The OFSTED Inspection handbook research highlights a range of studies which suggests a vocabulary gap between children from disadvantaged families and their peers exists. Using the EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, , Preparing for Literacy) we have prioritised responding to the barriers relating to vocabulary. Education Endowment Foundation – Oral language interventions +5 /6 months Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months'	1, 2, 3, 4, 5 and 6

	additional progress over the course of a year.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition In phonics - Precision teaching for phonics and high frequency words.	<p>One to one tuition and small group work are outlined by the NfER, Ofsted and the Sutton Trust as being effective strategies to use. We took note that no specific package, intervention or scheme was mentioned. Our ethos is to ensure our teaching is tailored to the children and so we will look at specific targeted interventions rather than any one product.</p> <p>Education Endowment Foundation – One to one tuition. – +5months The EEF found one to one tuition to be high impact for moderate cost. Research finds that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	1,2,3,4 and 5
1 to 1 reading for our vulnerable/disadvantaged pupils to take place for 30 minutes daily with skilled adults	<p>Education Endowment Foundation –One to one tuition. – +5months One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</p>	1,2,3,4 and 5
Staff meeting time used to prioritise continuing professional development with regular, sequential sessions, focussing on two key texts : Walkthroughs and	A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	1,2,3,4, 5 and 6

<p>Making Space for Able Learners. Books purchased for teachers and support staff. Fortnightly 1 hour CPD for support staff focussing on their needs as well as a focus on improving and evaluating pupil outcomes.</p>	<p>We based our approach to CPD on sources of evidence for effective delivery, including the Teacher Development Trust's Developing Great Teaching and the Department for Education Standards for teachers' professional development implementation guidance</p>	
<p>Purchase Literacy Gold and train staff on use. Interventions to help children with spelling, reading and eye tracking.</p>	<p>Vernet, Marie & Bellocchi, et al (2021). Applied Neuropsychology Child: Reading is essential for learning, from literature to physics, from paper to screens on e-readers and smart phones. Even if it is well known that learning to read implies good language skills, children also need to develop good oculomotor and visual-perception skills. The present study aimed at assessing the usefulness of visual processing related measures in the early detection of reading difficulties. Results showed that (1) 31% of our sample of pre-schoolers showed visual processing impairments (without any clinical complaints) and (2) reading accuracy and speed in first graders were significantly correlated with visual skills assessed in kindergarten, thus confirming the significant role of oculomotor and visual-perception processes in the acquisition of reading skills. These suggests the potential for these measures to be used clinically for identifying children at risk for low academic achievement, enabling appropriate targeting of early interventions.</p>	<p>1, 2, 3, 4, 5 and 6</p>
<p><u>Intervention</u> SALT intervention with EYFS and KS1 in small groups up to 1: 4 with trained nursery nurse.</p>	<p>Education Endowment Foundation – Oral Language Interventions - + 5/6 months All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up</p>	<p>2, 3, 4, 5 and 6</p>

<p>First Class at number in small groups 1:4 with trained TA.</p> <p>Numbots/TTRS - (Targeted Maths Support which includes our disadvantaged pupils): daily before school (15 mins per pupil).</p> <p>To establish structured small group interventions, to support pupils who have fallen behind furthest to make accelerated progress towards their individual targets</p>	<p>to six months' additional progress).</p> <p>Education Endowment Foundation – Small group tuition– +3months Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). 'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p>Kinaesthetic place value intervention that we know is highly effective in improving mathematical fluency</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	EEF Teacher Toolkit reports that whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	1
Trips/residentials Provide increased opportunities for PP pupils' experiential learning by subsidising educational trips, visits and residentials.		1

<p>Staff training and staff release to support children who are struggling with SEMH needs.</p>	<p>EEF supports the use of behaviour support programmes. (+4 months) ‘Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.’</p>	<p>1,3 and 6</p>
<p>Lunchtime Nurture Group: Have lunch with Pastoral Lead, a space away from the lunch hall. Able to talk, play games, tell stories and talk about things that may worry them.</p>	<p>Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists between academic attainment and physical activity levels of pupils. EEF research: implementation costs are low, evidence impact is + 4 months progress. +6 months if focused on social interactions. Builds confidence. Develops life skills. Taking turns, self care, helping other, listening and sharing worries and how they might be dealt with, resilience and independence.</p>	<p>1 and 3</p>
<p>Support of an educational psychologist.</p>	<p>Psychologists working in the field of education study how people learn and retain knowledge. They apply psychological science to improve the learning process and promote educational success for all students.</p> <p>Referrals enable full assessment of need to support EHCP applications.</p> <p>Referrals are also made via this route to the SCIL team for full assessment of need for learning and cognition needs.</p>	<p>1,2,3,5,6</p>

<p>Stay and Play sessions Further develop Stay and Play sessions for parents of pupils in EYFS to Y6 - targeting disadvantaged</p>	<p>Education Endowment Foundation – Parental Engagement - +3months Parents’ aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents’ aspirations will raise their children’s aspirations and achievement over the longer term.</p>	
<p>Improve and offer a variety of after school / holiday clubs beyond those of a sporting nature and provide funded places to our most vulnerable and disadvantaged pupils.</p>	<p>Studies funded by the Nuffield Foundation, found taking part in activities outside the formal school day can play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.</p>	<p>1,3</p>
<p>Continue to reward and celebrate with parents and children - attendance Rewards to include Most Improved, punctuality awards which will be targeted mainly at disadvantaged families</p>	<p>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p>	<p>1, 3</p>

Total budgeted cost: £ 30,657

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 2022 to 2023 academic year.

2022- 2023 Data

At Harden Primary, by the time our Pupil Premium children complete Phonics screen check, Year 2 SATs and Year 6 SATs, they are outperforming all children nationally in Reading, Maths and Writing including GPS(*with the exception of those who have SEND and are PP). Although, there remains a difference between our disadvantaged children and all children nationally in terms of GLD, the difference is being diminished year on year.

We are confident that the difference between school's and national outcomes for disadvantaged pupils will be diminished further in the light of the actions we have taken alongside a continuing, determined focus on and monitoring of pupil progress throughout the school. The most important aspect of our provision will continue to be a focus on actions, which positively impact upon quality first teaching to ensure that this is meeting the needs of our disadvantaged pupils. The curriculum provision for every pupil premium child is, as for all our children, monitored regularly to enable them to accelerate their progress.

	%
Good Level of Development (GLD)	88
Phonics (Year 1)	100
Phonics (Year 2)	100
KS1 Reading EXS	83
KS1 Reading GDS	36
KS1 Writing EXS	80
KS1 Writing GDS	27
KS1 Maths EXS	90
KS1 Maths GDS	34
KS1 RWM Combined EXS	80
KS1 RWM Combined GDS	27

KS2 Reading EXS	87
KS2 Reading GDS	37

KS2 Writing EXS	84
KS2 Writing GDS	29
KS2 Maths EXS	90
KS2 Maths GDS	43
KS2 GPS EXS	90
KS2 GPS GDS	60
KS2 RWM Combined EXS	83
KS2 RWM Combined GDS	20

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

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.