# Pupil premium strategy statement – The Harris Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 215 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2024 |
| Date this statement was published | Dec 2022 |
| Date on which it will be reviewed | Sept 2023 |
| Statement authorised by | Ian Groom |
| Pupil premium lead | Joanne Hunt |
| Governor / Trustee lead | Wendy McIntosh |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £31,355 |
| Recovery premium funding allocation this academic year | £2,900 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year** | £34,255 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  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’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  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 in the work that they’re set * 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.

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| Challenge number | Detail of challenge |
| 1 | Gap between disadvantaged and non-disadvantaged has remained the same, and in some cases widened due to Covid, in reading, writing and maths |
| 2 | Disadvantaged children are unable to access clubs due to cost. |
| 3 | More disadvantaged children on the SEND record |
| 4 | Attendance data for disadvantaged pupils is generally lower than non-disadvantaged groups. |
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## 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.

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| Intended outcome | Success criteria |
| Targeted children have improved outcomes in reading, writing or maths | Gap narrows in reading, writing and maths between disadvantaged and non-disadvantaged in school and moves towards national average  By 2023/24 – KS2 standards are in line with National Average |
| Pupil Premium children are able to develop as a whole child and develop their characteristics (resilience, awe, wonder etc) in line with non-Pupil Premium children. | Data shows that more children are accessing clubs |
| Children identified as dyslexic; those with similar traits and those below expectations in spelling and reading make progress which allows them to close the gap in their learning. | Evidence shows that identified children begin to make better progress and the gaps in their learning close. |
| Improve outcomes for PP children by supporting families with barriers to learning | More families are supported at early help  Overall absence rate improves and number of PA children decreases |

## 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: £6,457

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| High quality CPD for staff | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1 |
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9906

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional writing sessions targeted at disadvantaged pupils | 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 and in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1 |
| Purchase of standardised diagnostic assessments.  Training for specialist teacher to ensure assessments are interpreted and administered correctly. | 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: (specific reference to dyslexia)  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 3 |
| SEND release time – writing plans for PP children with SEND to ensure gap is narrowed |  | 3 |

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

Budgeted cost: £14,991

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Funding to support disadvantaged children to access wider opportunities | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 2 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. |  | 4 |

**Total budgeted cost: £31,355**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Support for Pupil and Family well-being that was crucial post pandemic lockdowns. This ensured the children remained confident and with good self-esteem. This in turn benefitted their work, as they were brave in their approach to trying new things and move out of their comfort zone.  Interventions: Positive impact on academic and personal standards. Continue next academic year. No Catch-up funding to supplement additional hours so crucial to maintain well-thought up interventions for long-term catch up.  Specialist teacher training: Year 1 of this role was training. Award of qualification is to be gained in July 22. This can continue to be developed further – this also provides scope for income generation as Specialist teacher can be used to assess children in other schools.  Increased participation for PP families. No child has been unable to access the opportunities available. Parental support of this initiative has been positive. The impact on SEMH of PP children has been seen around school. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *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.* |