

Pupil Premium and Recovery Premium

The Department for Education issued the Recovery Premium allocations to schools 22.9.2021 for the academic year 2021/22 together with the Conditions of Grant, and the updated Pupil Premium allocations and Pupil Premium Conditions of Grant.

In the updated conditions of grant for Pupil Premium is a new requirement for schools to use a DfE specified template (below) "Pupil Premium Strategy Statement" to publish on schools website how schools will use both their deprivation Pupil Premium and their Recovery Premium for the academic year 2021-2022.

One specific issue with this requirement is that the DfE have not yet published the Pupil Premium allocations for the financial year 2022/23, and therefore we do not yet have the information for schools April to August 2022 allocations needed for the 2021/22 academic year allocations.

A query has been raised with the DfE on this issue and guidance requested. When it is received more information will be provided to schools.

The Schools Budget Support team will provide the information needed for the Funding Overview section of the template once clarification has been received from the DfE on the academic year allocations for deprivation Pupil Premium for schools that buyback this service.

The only optional part of the form is for Service Premium and further information. The DfE will carryout random checks on school websites to verify compliance.

Extracts from the Condition of Grant relating to the allocation, evidence of use and accountability are in appendix 1 together with links to the online Conditions of Grant.



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	Harlow Green Primary
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 (Due to only one year of funding being identified)
Date this statement was published	07/10/2021
Date on which it will be reviewed	August 2022
Statement authorised by	Mustafaa Malik
Pupil premium lead	Kirsty Hamilton
Governor / Trustee lead	Keith Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 160,950
Recovery premium funding allocation this academic year	£ 16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 18,956
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	£ 196,436

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

It is the intent of Harlow Green Primary School that children from all backgrounds are able to grow as individuals and become healthy, positive members of their community with the possibility of achieving in many ways.

Financial disadvantage should not be a barrier to personal and academic success. It is the aim of our school that we help children and their families overcome obstacles so that these children can achieve personal and academic success through quality provision and tailored support.

How does your current pupil premium strategy plan work towards achieving those objectives?

The plan we are implementing will provide support for children to ensure that they are able to access a challenging curriculum with a positive mental mind-set. This will very much be focused on quality classroom provision with the addition of adult intervention for personal and academic support.

What are the key principles of your strategy plan?

Our key principles are to provide quality input from highly trained adults who can support children with precision delivery based on their specific needs. This support will come in the form of the following:

- Teachers developing their classroom practice through a deep understanding of researched-based teaching principles which will increase the effectiveness of provision for all, but especially those who require the greatest support.*
- Teaching Assistant intervention for personal and academic development.*
- Specialist counselling for children with greater emotional needs.*
- Additional English and mathematics tuition to support children in upper KS2 to close gaps in basic skills and develop greater fluency.*

Challenges

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

Challenge number	Detail of challenge
1	Some children demonstrate gaps in knowledge, skills and understanding. This is for various reasons such as lack of retention, poor working memory, absence etc. However, this has been heightened greatly by the lack of full schooling during lockdowns over the last two academic years.
2	Pupils' basic language skills/habits can be low on entry and this has an impact on a wide range of aspects such as attitude to reading, vocabulary acquisition, spelling, writing and general comprehension.
3	Reasoning in mathematics at the standard required is challenging especially at the amount required in an assessment with children not used to spending such long periods of time being mentally challenged at that level but also the lack of mastering mental fluency which can be applied effectively and efficiently.
4	Low attendance rates for individuals.

5	Complex family backgrounds where parents are struggling with various issues which lead to children not being emotionally ready for learning.
6	Lack of support at home for completing homework or activity supportive of education with a great proportion of children spending time online, especially boys (e.g. games consoles)
7	Parents/carers not reading with, or to, their children over a long period of time and reading is not seen as an important aspect of time outside of school.

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
Teaching across school will have a high level of consistency in relation to strategies that support effective learning. These will be employed by staff who have a developed understanding of why they are required and how to employ them. As a consequence, knowledge is embedded for long-term learning.	<ul style="list-style-type: none"> • Training is attended by all. • Teachers have professional conversations using a shared vocabulary of teaching. • Coaching opportunities provide time for staff to inspect their teaching and reflect upon it. • Pupils learn new material and retain it over the long-term. • Lessons engage children and support their confidence through a high success rate and clear small steps building their understanding systematically.
Children who demonstrate gaps in learning or are falling behind will be supported through effective adult-supported intervention to enhance quality first teaching so that they can make swift progress. Specific skills will be targeted with assessments at the end of interventions used to measure progress.	<ul style="list-style-type: none"> • Pupils will be involved in high quality 1-2-1 and small group interventions which will focus upon specific gaps in learning. • Teachers and Teaching Assistants will implement interventions with a high degree of effectiveness. • Children will make rapid progress in basic skills. • The skills being supported will be applied within lessons back in the classroom. • Progress rates for PP children by the end of KS2 will be above 0.0 • Attainment in KS1 and KS2 for PP children will be in line with non-PP pupils. • Children will work hard within and enjoy the intervention sessions and understand how they support their progress.
Children in Early Years will have constant opportunities to develop their communication and will speak with developing confidence, accuracy and clarity in various contexts.	<ul style="list-style-type: none"> • Staff will model effective communication. • Teaching will provide quality opportunities to model and scaffold accurate communication. • Use of books to support the delivery of the curriculum will focus on vocabulary and language development. • Interventions will emphasise language development regardless of the subject. • Phonics teaching will be effective in developing children's ability to read with clarity.
Children will display high levels of fluency in relation to basic skills in mathematics. They will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.	<ul style="list-style-type: none"> • Mastery teaching will build children's conceptual understanding and fluency through carefully structured learning programmes. • Interventions from TAs will focus children to embed basic skills and enhance fluency through overlearning and repetition. • Within lessons, children will apply their fluency to varied context and problems. • Intervention assessments/quizzes will show retention of the basic skills/knowledge with high scores.
The attendance of Pupil Premium children will be in line with the national average at 96% or above. There will be no PP children who are persistent absentees.	<ul style="list-style-type: none"> • Monitoring identifies positive attendance and pupils where attendance is an issue. • Certificates for high attendance are provided termly support children self-esteem. • Communication with parents clearly indicates issues and expectations. • Support is provided where there are clear reasons for low attendance. • Where issues continue, referrals to Legal Intervention Team are swift.

<p>Children are supported to share worries and concerns that they have with adults who are able to provide reassurance but also specific support. This allows children to feel positive about themselves and are able to focus on the learning within the classroom.</p>	<ul style="list-style-type: none"> • 1-2-1 support from TAs for identified children is scheduled on a half termly basis. • Kidsafe programme is structured to ensure that classes have consistent support from the programme. • For higher level emotional support, counselling is structured for identified children.
<p>Children will complete the homework tasks that are set on a consistent basis in order to rehearse and overlearn basic skills. Parents understand the need to work with teachers so that they can support their children to complete the tasks set.</p>	<ul style="list-style-type: none"> • Children who do not have access to hardware will be provided with a laptop from school. • Teachers will identify where children are not completing homework swiftly and will support them to do so. • Where there is ongoing lack of support, senior leaders will provide further support and challenge to ensure children complete work.
<p>Children will read regularly with their children at home for those in EYs and KS1 with an understanding the need to do this to support early reading.</p>	<ul style="list-style-type: none"> • Phonics reading programme will be structured so that parents support reading at home weekly. • Monitoring shows that parents do read with their children. • Where parents/carers are unable to read themselves, children are provided with additional support within the school day to complete the activity. • Texts will be matched to the phonics programme carefully. • When children have completed the phonics programme and are reading higher-level books, parents understand what they are to do to support with guidance provided.

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: £ Nil

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training for teachers regarding researched-based pedagogy so that they can develop their expertise in teaching and learning.	<p>Quality first teaching that supports all learners to make effective progress is the key aspect for all. The need for teachers to be at their most expert is essential for provision to be able to support children who find learning the most challenging.</p> <p>‘Education involves helping a novice develop strong, readily accessible background knowledge. It’s important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modelling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review.’</p> <p>(Principles of Instruction Research-Based Strategies That All Teachers Should Know)</p>	1, 2, 3

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

Budgeted cost: £159,884 (TAs = £129,884 / Tuition = £30,000 / School-led Tutoring £16,530)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Teaching Assistants who will be able to support teachers in the delivery of teaching within the classroom but who will also be able to implement a range of interventions.	<p>Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	2, 3, 4, 6
1-2-1 support through the national catch-up programme will be essential in supporting many children to counteract lost learning. The funding we will receive will need to be supplemented due to the number of children in Y5 and	<p>Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	2

Y6 who may require this support.		
Provide additional focused intervention in Years 3 and 4 from classroom teachers by appointing a member of staff who can release them.	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	2

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

Budgeted cost: £20,022 (Counselling = 4,305 / Fitness Equipment = £15,717)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ the services of a counsellor for targeted children through Kalmer Counselling.	There are a number of children who require specialist support beyond the capability of the school staff to support their personal/ emotional development. Without this being tackled, these children will not be able to focus to their optimum and achieve their potential.	5
Create an outdoor gym which would allow children to exercise both at break/lunch times and with PE lessons.	There is increasing evidence that physical activity is not only important for tackling the obesity crisis but also in supporting academic development. There are obvious benefits to better health in relation to reducing absence which means children are in school more consistently but there is growing research to show that there are more fundamental changes such as the ability to concentrate, transfer knowledge to long-term memory and make positive changes to brain function. (Report - Active Education: Growing Evidence on Physical Activity and Academic Performance)	1, 4, 5, 6

Total budgeted cost: £196,436

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.

The last two years have been a great challenge for all schools. Attempting to keep a school open to all pupils, especially those who require it most, was the focus of school leadership.

Our two main aspects of support beyond the classroom were based on 1-2-1 intervention from Teaching Assistants and tutoring, although both of these strategies were impacted by lockdown and pupil absences due to Covid-19. Nevertheless, there were positive outcomes in respect of children's access to learning and progress.

Teaching Assistant Support

As children returned to class, it was clear that many gaps were formed which would require a long-term strategy of support. A programme of basic skills interventions was implemented in each year group and which led to the following:

- *Children being given time with adults to build relationships and confidence in the school environment once again.*
- *Children recognising success in basic skills progress with a very defined skill to focus on regularly.*
- *Teaching Assistants closely identifying children's gaps and sharing that with teachers who can plan accordingly.*

Results showed the following from 120 individual 1-2-1 interventions in reading, writing or mathematics:

High level of progress 63%

Expected level of progress 32%

Low level of progress 6%

There is a comprehensive report for each intervention detailing the results and the next steps. Where children were not making the required progress, this led to various steps such as SEN identification.

Tutoring

From the autumn term, the school created a comprehensive tutoring programme for 52 children in partnership with the local Kip McGrath team. It was identified that this additional input would focus on basic skills in a way that was in addition to our own precision intervention but would also not interfere with the important wider curriculum that all children should have access to. We were able to organise this on the school site through 'before school' and 'after school' sessions (80 minutes each) which relieved the pressure on families to travel to a centre. We found that the benefits were as follows:

- *Children were highly motivated and dedicated.*
- *They felt that the programme helped them to improve which, in turn, supported confidence.*

- *Clear progress was made by all children within their intervention programme.*

Results showed the following:

Kip McGrath Reading Results (6 children could not complete assessments due to absence) and so of the remaining 26 pupils, data for reading age shows:

- *35% made 2 year + progress*
- *46% made 1-2 years progress*
- *19% made less than 1 year progress*

Data for reading comprehension shows:

- *50% made 2 year + progress*
- *31% made 1-2 years progress*
- *19% made less than 1 year progress*

Applying a previous SAT test for reading, 71% of Pupil Premium children in Year would have met the national standard. This is with an inconsistent two years and no SATs preparation. A maths assessment was to be implemented but due to bubbles closing, this was not possible.

In relation to maths tuition, all children made 1 level of progress. The nature of the gaps created from absence from school during the pandemic clearly shows this will be a challenging catch-up process.

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)

The key component for supporting all children is quality-first teaching. Although we don't require specific funding to support this, we are making it clear within the plan that this move to research-based teaching principles is essential.

At the moment, we are having to allocate a considerable amount of funding from Pupil Premium for tutoring due to the delay in knowing what we may be able to access from the National Tutoring Programme. This delay does not support us to swiftly implement a comprehensive and effective programme in a timely manner and so we have had to move forward in this way. This Pupil Premium plan may change if we find we can access the funding in a different form.

Although there is a wish for us to plan Pupil Premium over three years, this is not possible when we do not know for year to year what our funding will be. Consequently, any plan will be annual.

Attendance for pupils has been difficult to manage over Covid-19 as it has been complicated to extrapolate what is Covid-related and what has not been. This is a key aspect for some key disadvantaged children and will continue to be managed but within the normal school mechanisms.

Appendix 1

Below is an extract from the Pupil Premium Grant Conditions of Grant

6. Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2021; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

7. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

8. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

[Pupil premium: allocations and conditions of grant 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pupil-premium-allocation-conditions)

Extract from the Recovery Premium Conditions of Grant

5. Terms on which RPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school, that is, for the educational benefit of pupils registered at that school
- or the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the academic year beginning 1 September 2021. Some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

6. Use of evidence

Schools must demonstrate how their decisions on recovery premium spend are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's Pupil Premium guide activities should include those that

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

7. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. Schools are also required to include information on how they have used their recovery premium on the same template. All schools must [use the templates](#) available on GOV.UK to publish their 2021 to 2022 pupil premium and recovery premium strategy, by the end of December 2021.

[Recovery premium: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](#)