

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	399 (including nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023 (Due to only one year of funding being identified)
Date this statement was published	15/09/2022
Date on which it will be reviewed	August 2023
Statement authorised by	Mustafaa Malik
Pupil Premium Lead	Kirsty Armstrong-Hamilton
Governor / Trustee lead	Keith Wood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,655
Recovery premium funding allocation this academic year	£ 7,552
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 181,207

# 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.*
- Family support that encourages high expectations around education starting with attendance.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Some children demonstrate gaps in knowledge, skills and understanding. This is for various reasons such as poor working memory, lack of educational desire, absence etc. However, this has been heightened greatly by the lack of full schooling during lockdowns.
2	A significant number of 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 in relation to the amount required in an assessment as, outside of the school environment, children are not used to spending such long periods of time being mentally challenged at that level. However, this is also impacted by the lack of mastering mental fluency which can be applied effectively and efficiently.

4	Low attendance rates for a number of individuals with many being from the same families.
5	Complex family backgrounds where parents/carers 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, social media)
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 strategies will be employed by staff who have a developed understanding of why they are required and how best to employ them. As a consequence, knowledge is embedded for long-term learning.	<ul style="list-style-type: none"> <li>• Training is attended by all.</li> <li>• Teachers have professional conversations using a shared vocabulary of teaching.</li> <li>• Coaching opportunities provide time for staff to inspect their teaching and reflect upon it.</li> <li>• Pupils learn new material and retain this over the long-term.</li> <li>• Lessons engage children and support their confidence through a high success rate and clear small steps which builds their understanding systematically.</li> </ul>
Children who demonstrate that they have 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"> <li>• Pupils will be involved in high quality one-to-one and small group interventions which will focus upon closing specific gaps in learning.</li> <li>• Teachers and Teaching Assistants will implement interventions with a high degree of effectiveness.</li> <li>• Children will make rapid progress in their basic skills.</li> <li>• The skills being supported will be applied within lessons back in the classroom.</li> <li>• Progress rates for PP children by the end of KS2 will be above 0.0</li> <li>• Attainment in KS1 and KS2 for PP children will be in line with non-PP pupils.</li> <li>• Children will work hard within and enjoy the intervention sessions and understand how they support their progress.</li> </ul>
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"> <li>• Mastery teaching will build children's conceptual understanding and fluency through carefully structured learning programmes.</li> <li>• Interventions from TAs will focus children to embed basic skills and enhance fluency through overlearning and repetition.</li> <li>• Within lessons, children will apply their fluency to varied context and problems.</li> <li>• Intervention assessments/quizzes will show retention of the basic skills/knowledge with high scores.</li> </ul>
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"> <li>• Monitoring identifies positive attendance as well as pupils where attendance is an issue.</li> <li>• Certificates for high attendance are provided termly to support children's self-esteem.</li> <li>• Communication with parents/carers clearly raises issues and expectations.</li> <li>• Support is provided where there are clear reasons for low attendance.</li> <li>• Where issues continue, referrals to Legal Intervention Team are swift.</li> </ul>
Children will complete the homework tasks that are set on a consistent basis in order to rehearse and overlearn basic skills. Parents/carers understand the need to work with teachers so that they can support their children to complete the tasks set.	<ul style="list-style-type: none"> <li>• Children who do not have access to hardware will be provided with a laptop from school.</li> <li>• Teachers will identify where children are not completing homework swiftly and will support them to do so.</li> <li>• Where there is ongoing lack of support, senior leaders will provide further support and challenge to ensure children complete work.</li> </ul>

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.

- 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/carers 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
Continue to provide training for teachers regarding researched-based pedagogy so that they can further develop their expertise in teaching and learning.	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. '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.' <small>(Principles of Instruction Research-Based Strategies That All Teachers Should Know)</small>	1, 2, 3

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

Budgeted cost: £260,302 (TAs = £139,490 / Kip McGrath Tuition = £21,000 / School-led Tutoring £99,812)

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.	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress.  Research which focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.  Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1, 2, 3, 4, 6

<p>One-to-one tutoring in Reading and Mathematics through a programme of Kip McGrath Tuition.</p>	<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> <p>In many affluent areas within the local community, parents/carers are choosing to pay for tutors (including Kip McGrath) which disadvantages those who cannot pay. By school paying and also providing a safe and familiar venue, the barriers to accessing this have been removed.</p>	<p>1, 2, 3, 6</p>
<p>Provide additional focused intervention in Years 3, 4 and 6 by having two additional teachers who can support at a high level.</p> <p>One teacher will work between Years 3 &amp; 4 whilst the other will be based in Year 6 to support towards SATs.</p>	<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>	<p>1, 2, 3, 6</p>

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

Budgeted cost: £29,786 (Counselling = £4,305 / Family Support Worker = £25,481)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the amount of access to the services of a counsellor for targeted children through Kalmer Counselling.</p>	<p>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.</p>	<p>5</p>
<p>Appoint a Family Support Worker who can:</p> <ul style="list-style-type: none"> <li>• Support families with attendance</li> <li>• Provide parent programmes</li> </ul>	<p>Attendance is the biggest barrier to learning for many of our children. This is particularly the case of our SEN children and Pupil Premium children, especially since the pandemic.</p> <p>Previous Year 6 SATs data showed that where children's attendance was below 90% their scaled score was below 100 and the higher the attendance for groups of children the higher the average scaled score (i.e. those children with an attendance of 96% or above having the highest scaled score).</p>	<p>4, 5, 6, 7</p>
<p>Parental engagement programme to allow parents/carers to come into school and participate in sessions to support their ability to manage Homework.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	<p>6, 7</p>

**Total budgeted cost: £290,088**

**(£181,207 from PP/Recovery funding, £12,474 from School-led Tutoring and £96,407 from school budget)**

# 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 2021 to 2022 academic year.

### **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 57 pupil premium individuals being provided with 1-2-1 interventions in reading, writing or mathematics (4 children absent):*

<i>High level of progress</i>	<i>58%</i>
<i>Expected level of progress</i>	<i>32%</i>
<i>Low level of progress</i>	<i>4%</i>

*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 continued with 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.*

*Through assessments identifying the years increase, the following data showed progress over two terms:*

Reading	Comprehension	Mathematics
1.62	2.27	1.78

*Although the assessments will inevitably take into account the progress made through teaching and other interventions, the outcomes remain positive.*

*The ability for children to practise and overlearn basic knowledge is key for mastering concepts and the tutoring has provided a context in which this can be achieved.*

### **Early Years**

*The outcomes for Reception children were strong with 75% of children achieving a Good Level of Development (GLD).*

*However, 57% of Pupil Premium children achieved this expected standard (4 out of 7). Of those who did not:*

- *One pupil has complex needs.*
- *One pupil started Harlow Green in January has SEN needs for SEMH.*
- *One pupil has significant attendance issues and the family have been referred to Early Help.*

*Nevertheless, provision has ensured that children have been highly successful both due to quality-first teaching and high-quality intervention. The implementation of Phonics intervention and the Mastering Number programme have been hugely successful in embedding basic knowledge for reading and mathematics.*

*In addition, time spent by adults on supporting children's language and communication as well as their fine and gross motor skills, has meant children have continually progressed over the year.*

### **Phonics – Year 1 and Year 2**

*Consistent and rigorous delivery of Phonics has meant that children in Year 1 and Year 2 have achieved in-line with the national average, overall. However, there is still a gap between those who are identified as Pupil Premium and those who are not.*

	Year 1	Year 2
All Pupils	77%	81%
Pupil Premium	67%	76%

### **Basic Skills in Maths – Year 4 Multiplication Check**

*With regular practise in school through quality-first teaching and with supplementary interventions from Teaching Assistants and teachers, children achieved well in this assessment.*

*Of all Year 4 children, 77% achieved 20 or more out of 25. The cumulative results can be seen below.*

	20/25	22/25	23/25	24/25	25/25
All	77%	70%	60%	55%	52%
Pupil Premium	77%	68%	64%	64%	59%

*The mean average score for non-PP children is 22.*

*The mean average score for PP children is 23.*

*This has shown that the interventions and support provided for PP children had a positive impact and has allowed them to be in a good position moving into Year 5.*



### **Outdoor Gym**

*The design of the play periods for children across school has been carefully considered to provide the most conducive opportunity for quality time. The outdoor gym has further supported this period for children in Key Stage 2 who are supported to use the equipment as part of a regular programme of activity and exercise.*

*Engagement is high and many children who would not normally choose to move around too much at break and lunch, enjoy accessing the equipment which they would not normally have the chance to outside of school.*

*The idea of using a gym to support fitness, especially for girls who opt out of sports when they move into secondary school and beyond, is a positive way of encouraging and embedding another exercise opportunity at a relatively young age.*

## **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*

<b>Programme</b>	<b>Provider</b>
N/A	

## **Service pupil premium funding (optional)**

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

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

## Further information (optional)

N/A

## 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 \(www.gov.uk\)](#)