

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	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 (Due to only one year of funding being identified)
Date this statement was published	13/10/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mustafaa Malik
Pupil Premium Lead	Mustafaa Malik / Leighanne Softley
Governor / Trustee lead	Gillian Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 188,725
Recovery premium funding allocation this academic year	£ 18,560
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	£ 207,285

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, both in school time and outside of curriculum time.*
- 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.

Challenge number	Detail of challenge
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. There are still specific Year Groups who have been more affected by this than others.
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	Parents/carers finding challenges to 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 regularly 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"> • 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 this over the long-term. • Lessons engage children and support their confidence through a high success rate and clear small steps which builds their understanding systematically.
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"> • Pupils will be involved in high quality one-to-one and small group interventions which will focus upon closing specific gaps in learning. • Teachers and Teaching Assistants will implement interventions with a high degree of effectiveness. • Children will make rapid progress in their 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 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 as well as pupils where attendance is an issue. • Certificates for high attendance are provided termly to support children's self-esteem. • Communication with parents/carers clearly raises issues and expectations. • Support is provided where there are clear reasons for low attendance. • Where issues continue, referrals to Legal Intervention Team are swift.
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"> • 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.

Parents/carers 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.	<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: £318,275 (TAs = £144,557 / Kip McGrath Tuition = £24,000 / School-led Tutoring/School Budget £99,812 149,718)

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>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.</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>	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>In 2023, of the 15 children who received Kip McGrath tutoring in the previous year, 14 of them passed the national standard in KS2 SATs within the subject they had been supported in.</p>	<p>1, 2, 3, 6</p>
<p>Provide additional focused intervention in identified Year Groups by having three additional teachers who can support at a high level.</p> <p>One teacher will work between Years 5 & 6, one within Year 3 & 4, and one within Years 1 & 2.</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>There will be a balance between these teachers providing the additional support and them releasing class teachers who will provide the interventions.</p>	<p>1, 2, 3, 6</p>

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

Budgeted cost: £36,033 (Counselling = £4,305 / Family Support Worker = £31,728)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For children with increasing emotional needs provide access to the services of a counsellor 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"> • Support families with attendance • Support families with contextual challenges • Provide parenting programmes • Support children with 1:1 sessions 	<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>

Total budgeted cost: £354,278

(£207,285 from PP/Recovery funding and £146,993 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.*

Tutoring

From the autumn term, the school continued with a comprehensive tutoring programme for 29 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' or 'after school' sessions (60 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 from their assessments, the following data showed progress after a schedule of 25 sessions:

Reading	Comprehension	Mathematics
2 year 6 months	3 years and 9 months	2 Years

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.

It is pleasing to see that the Year 6 children who received Kip McGrath Tutoring when in Year 5 had performed well in Year 6 SATs. Out of 15 children, 14 (93%) had achieved the expected standard in the subject they had been tutored in.

Early Years

Although the outcomes for Reception children were only in-line with the national average for Good Level of Development (GLD) progress was strong. In particular, the children made positive progress in the Prime Areas of Learning, which has ensured that they have been in a good position for moving to Year 1.

<i>Communication and Language</i>	<i>Personal social and emotional development</i>	<i>Physical development</i>
86%	93%	86%

However, there still remains a gap between Pupil Premium and non-Pupil Premium children.

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	88%	88%
Pupil Premium	60%	65%

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, 79% achieved 20 or more out of 25 which is an increase of 2% from the previous year. The cumulative results can be seen below.

	20/25	22/25	23/25	24/25	25/25
All	79%	66%	60%	55%	45%
Pupil Premium	63%	46%	42%	33%	21%

The median average for all pupils was 24.

The median average score for PP children was 21.

There still remains a gap between Pupil Premium and non-Pupil Premium children.

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.

School-based Tutoring

The commitment of additional teaching staff across KS2 has been a positive development in provision. This has been particularly evident in the SATs results for 2023.

The data below shows that, although there is still a gap between Pupil Premium and non-Pupil Premium children within our school, all pupils achieved above the national averages in all subjects.

School	100+			EXS+	110+			GDS	EXS+
	Reading	SPaG	Mathematics	Writing*	Reading	SPaG	Mathematics	Writing*	RWM
Harlow Green	84	88	86	84	38	43	20	11	75
Pupil Premium	75	79	75	75	29	38	17	8	67
Boys	77	82	86	73	36	36	23	9	69
Girls	82	91	85	91	38	47	18	12	79
Nat Average	73	72	73	71	29	30	24	14	59

Scaled Scores			
School	Reading	SPaG	Mathematics
Harlow Green	107	108	105
Pupil Premium	105	106	104
Nat Average	105	105	104

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
N/A	

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?	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/guidance/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 \(www.gov.uk\)](#)