



Pupil premium strategy statement: Harrow Lodge Primary School

1. Summary information					
School	Harrow Lodge Primary School				
Academic Year	2020/21	Total PP budget	£130,000	Date for next internal review of this strategy	November 2020
Total number of pupils	374	Number of pupils eligible for PP	111 (30%)		

2. Current attainment		
	<i>Pupils eligible for PP 2020</i>	<i>Pupils not eligible for PP 2020</i>
KS1 % of pupils achieving the expected standard in reading, writing and maths	58%	79%
KS1 % of pupils achieving greater depth in reading, writing and maths	8%	12%
KS1 % of pupils achieving the expected standard in reading	67%	86%
KS1 % of pupils achieving greater depth in reading	17%	26%
KS1 % of pupils achieving the expected standard in writing	58%	79%
KS1 % of pupils achieving greater depth in writing	8%	21%
KS1 % of pupils achieving the expected standard in maths	67%	88%
KS1 % of pupils achieving greater depth in maths	17%	26%
KS2 % of pupils achieving the expected standard in reading, writing and maths	68%	80%
KS2 % of pupils achieving greater depth in reading, writing and maths	11%	16%
KS2 % of pupils achieving the expected standard in reading	74%	82%
KS2 % of pupils achieving greater depth in reading	32%	37%
KS2 % of pupils achieving the expected standard in writing	74%	84%
KS1 % of pupils achieving greater depth in writing	11%	22%
KS2 % of pupils achieving the expected standard in maths	68%	88%
KS2 % of pupils achieving greater depth in maths	32%	27%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	On entry Reception Baseline levels for all areas of development are lower than national data, particularly in literacy skills. This slows reading progress in subsequent years.
B.	Pupil premium children have lower literacy levels across the school, particularly in reading. Oral language skills are lower for PP pupils than for other pupils and parents are not always able to support their children with home learning due to their own experiences of education.
C.	A lack of access to devices to access on-line learning during school closure for COVID – 19 has resulted in many children needing catch-up opportunities. This has caused the gap between PP and Non-PP to widen.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance and punctuality is lower than other pupils. There is a higher record of persistent absenteeism in PP children.
E.	There is a lack of confidence and low self-esteem when approaching learning and pupils eligible for PP have lower aspirations for their future, reducing their motivation and commitment to learning.
F.	Pupils have limited experiences beyond their home life and immediate community due to a lack of sufficient funds at home.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading/phonic skills for PP pupils in foundation stage.	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the reading and writing element of the Early Learning Goal expectations by the end of their Reception year. Children settle quickly and support identified is delivered. Through tracking of individual progress and attainment targeted resources are given to parents to use at home. Quality texts are chosen to lessen the gap.
B.	Higher rates of attainment in reading for pupils eligible for PP.	Pupils eligible for PP achieve expected outcomes in line with Non PP pupils by the end of Key Stage 1 and 2 in reading as measured by internal teacher assessment. Gaps between Reading for PP pupils and Non PP significantly reduced.

C.	Children make progress, catch-up on missed prior learning and demonstrate increased confidence in class.	Pupils eligible for PP make accelerated progress to narrow the gap in attainment between PP and Non PP pupils. Pupil Progress meetings identify target children to focus on with catch-up intervention programmes.
D.	Increased attendance rates for pupils eligible for PP.	Supportive relationships are developed with families. Barriers to learning reduced. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Uptake for Breakfast Club and Magic Breakfast increases. Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed.
E.	Develop increased confidence in identified PP pupils which will impact positively on their learning.	Disadvantaged pupils will confidently approach all aspects of their learning. Disadvantaged pupils will develop resilience when faced with challenges in their learning. Pupils eligible for PP are targeted for cross school competitions and events, particularly the more able PP children.
F.	Increase disadvantaged and Pupil Premium pupils' experiences beyond their home life and immediate community to increase their cultural capital. No PP pupil misses an activity or experience due to economic reasons.	Funds are identified to ensure that key activities are accessed by all PP pupils. Art and sports activities reduce negative cultural capital for disadvantaged children. Pupils eligible for PP take up the offer of a free after school club.

5. Planned expenditure

Academic year	2020/21				
Desired outcomes	Chosen action/strategy	Justification of strategy	How will you ensure it is implemented well?	Cost	When will you review implementation?
A. Improve reading/phonic skills for PP pupils in foundation stage	Purchasing of new reading books for EYFS to match children's phonic development.	Baseline data shows that PP children have started school with very low literacy levels. Reading books were not necessarily matched to phonic development and needed updating. Parents can support their children at home with books that match their ability.	Monitor phonics teaching. Track progress and reading levels of children.	£5,000	Termly
B. Higher rates of attainment for reading in KS1 and KS2 for pupils eligible for PP.	Continue to purchase Bug Club so that children have a richer diet of reading materials and have access to reading at home.	Many children engage better with reading when it is on an electronic device – engagement is increased.	Teachers to track the books that children are reading at home. Where children are not engaging the teacher will contact the parent to offer support.	£2,000 subscription fee	Termly
	Continue developing Destination Reader across KS2 to enhance skills and knowledge taught and develop consistency to teaching reading in KS2.	Destination Reader has had a positive impact so far in the term where it has been implemented. There has been a much more consistent approach the teaching of reading across KS2.	New staff trained in delivering Destination Reader. Literacy lead will monitor lessons through learning walks and observations. Assessment lead will track children's progress and monitor the impact it is having.	£3,000 subscription fee	Half termly
	2 x TA led groups for children in Year 2 and 3 for children who have fallen below expectation in phonics and reading.	The selected students require small group sessions to target their specific needs and to ensure rapid progress.	Pupil Premium lead to monitor the impact of the interventions through data analysis.	2 x TA afternoons £11,000	Half termly
	Training of TAs new to KS1 in the teaching of Read Write Inc to ensure consistency of approach.	RWInc has proven to be successful in the school in the delivery of a consistent approach to teaching phonics. New staff will be trained in the approach, initially team teaching with the phonic lead and then teaching a group themselves.	Phonic Lead to monitor lessons once the TAs take over. Monitoring of phonic tracking every half term to ensure progress is being made.	No cost	Half termly
	Subscription to the Book Trust Letterbox Reading club	Selected PP children have been identified as having a lack of reading materials and resources at home. Each month they will receive a packet that includes 2 reading book (a fiction and non-fiction), a maths game and stationary materials. The scheme lasts for 6 months.	Children who receive the packs will be monitored through their reading engagement and reading test results.	£7,000	At end of the 6 month period
	Hiring of a book vending machine as a reward system for reading	Many PP children lack motivation and drive with regards to reading. The vending machine will work on a token system where children collect tokens for reading a set amount of books. They will then be able to 'spend' them in the book vending machine. This will encourage children with their reading and will also provide them with books to build up their reading material at home.	Records will be kept of children who have collected tokens and these will be monitored by the PP lead.	£1,100 Yearly hire cost £1,000 to stock with books	Termly

C. Children make progress, catch-up on missed prior learning and demonstrate increased confidence in class.	Targeted TA support in Year 3, 4 and 5 to narrow the gap that has developed during school closure.	Baseline assessments show that there has been a marked widening of the gap in both these year groups between PP and Non-PP children.	Monitoring of assessment data. Termly Pupil Progress meetings to monitor the progress and attainment of children identified.	2 x TA afternoons £13,000	Half termly
	SENDcO to support the teaching of Maths in Year 3 by taking out targeted children to work in a small group.	The baseline data from the start of the year shows that maths in year 3 has dropped significantly due to the school closure. Children who were previously working at ARE and now are not will be targeted.	Monitoring of assessment data. Termly Pupil Progress meetings to monitor the progress and attainment of children identified.	0.25 of SENDcO salary £16,179	Half termly
D. Increased attendance rates for pupils eligible for PP.	Purchase of Partnership Learning Attendance Officer Free Breakfast Club available for PP children Magic Breakfast scheme Invite parents in to discuss potential barriers with PP lead.	Pupils eligible for Pupil Premium have a higher rate of absenteeism than Non-PP children. There is also a higher level of lateness with PP children. The attendance officer has proven to be successful in the past when working with specific families who have dis-engaged with school for various reasons. We have found that many PP children come to school without having breakfast due to running late or lack of funds. Offering all children bagels through the Magic Breakfast scheme ensures that the PP children are having something to eat when they get to school.	Monthly meetings with PL Attendance Officer. Attendance data. Monitoring of uptake for Breakfast Club by PP children.	Attendance Officer - £5,000 Breakfast Club Salaries – £5,500 Magic Breakfast – no cost	Monthly
E. Develop increased confidence in identified PP pupils which will impact positively on their learning.	Lunchtime Nurture group Behaviour/Counselling support through 1:1 meetings and small group activities with Behaviour Lead	Vulnerable children have a safe place to discuss their emotions and feelings. Strategies are given to these children to help them concentrate in class and they are more able to cope with how they are feeling. The children are emotionally and socially able to access all aspects of the curriculum.	Meetings with SENDcO, behaviour lead and SLT.	Behaviour lead - £31,434	Half termly
F. Increase disadvantaged and Pupil Premium pupils' experiences beyond their home life and immediate community to increase their cultural capital. No PP pupil misses an activity or experience due to economic reasons.	Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that <u>all</u> children have access to enrichment activities. Pupils eligible for Pupil Premium are offered one free after school club a week. Breakfast club supplement available for Pupil Premium children.	Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children. We want to ensure that all children are getting access to all areas of the curriculum, including after school clubs.	Monitoring of after school and breakfast club take up.	Supplement for trips (including residential) - £5,000 Personal budget for uniform and clubs - £5,000	Half termly
Total budgeted cost					£111,213