



Harrow Lodge Primary School 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	Harrow Lodge Primary School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	30% (115)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021, April 2022, July 2022
Statement authorised by	Lynette Searle
Pupil premium lead	Lorraine Waddington/ Michelle Browne
Governor / Trustee lead	Sarah Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,900
Recovery Premium funding allocation this academic year	£15,225
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	£155,125

Part A: Pupil premium strategy plan

Statement of intent

At Harrow Lodge Primary we are an inclusive school and our intention is to provide an inspiring and inclusive teaching and learning environment. We believe that the highest possible standards can only be achieved by having the highest expectations of all our learners. Our ultimate objective is that no child is left behind socially, or academically because of disadvantage. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

The percentage of pupils eligible for pupil premium at Harrow Lodge is significantly higher than the national average of 25% for 2021/2022. Our Pupil Premium Strategy aims to address the main barriers our children face and rigorous tracking, careful planning and targeted support and intervention. This will provide all children the access and opportunities to enjoy academic success and prepare them well for the next stages in their learning and life.

Challenges

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

Challenge number	Detail of challenge
1	On entry Reception Baseline levels for all areas of development are lower than national data, particularly in literacy skills and for girls across all three areas. This slows reading progress in subsequent years.
2	Pupil premium children, particularly girls, 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.
3	Ensure that there is an equality of opportunity for all PP children, especially girls. E.g. access to technology in future lockdowns, access to quality first teaching, STEM opportunities and equal access to trip, visitors and other curriculum enrichment programmes such as clubs.
4	Attendance and punctuality of PP children including girls is lower than other pupils. There is a higher record of persistent absenteeism in PP children (22% last year as opposed to 7% for Non-PP).
5	There is a lack of confidence and low self-esteem when approaching learning and pupils eligible for PP, particularly girls, have lower aspirations for their future, reducing their motivation and commitment to learning.
6	Pupils, particularly girls, have limited experiences beyond their home life and immediate community due to a lack of sufficient funds at home.

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
1. Improve reading/phonics skills for PP pupils, especially girls, in KS1 and EYFS.	<ul style="list-style-type: none"> • Pupils eligible for PP in EYFS and KS1 make rapid progress from their very low starting points to meet end of year reading expectations. • Through tracking of individual progress and attainment, targeted resources are given to parents to use at home. • Better vocabulary acquisition results in increased oracy skills in the early years and KS1.
2. Higher rates of attainment in reading for pupils eligible for PP, especially girls.	<ul style="list-style-type: none"> • 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 pupils is reduced.
3. All pupils, particularly girls make progress, catch-up on missed prior learning and demonstrate increased confidence in class.	<ul style="list-style-type: none"> • 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.
4. Increased attendance rates for pupils eligible for PP, particularly girls. For attendance to be good compared to national attendance (96%) and to reduce the number of PP children, particularly girls, who are persistently absent.	<ul style="list-style-type: none"> • Supportive relationships are developed with families which is shown through increased engagement with the school. • Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. • Uptake for Breakfast Club increases. • Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed.
5. Develop increased confidence and self-esteem in identified PP pupils, with a focus on girls, which will impact positively on their learning. PP pupils are aware of the opportunities that are available to them, increasing their aspirations for the future.	<ul style="list-style-type: none"> • Disadvantaged pupils will confidently approach all aspects of their learning. • Disadvantaged pupils will develop resilience when faced with challenges in their learning. Their books will show a greater amount of challenges attempted. • Pupils eligible for PP are targeted for cross school competitions and events, particularly the more able PP children.
6. Increase disadvantaged and all Pupil Premium pupils' experiences, particularly girls, beyond their home life and immediate community to increase their cultural capital. No PP pupil misses an activity or experience due to economic reasons.	<ul style="list-style-type: none"> • 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.

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: £42,052 (27%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD on RWInc to improve phonics teaching and the teaching of reading.	A consistent and systematic approach to teaching phonics has proven to improve children's attainment in phonics and reading. Since adopting RWInc in 2016 we have seen a marked improvement in Year 1 Phonic Screening results so we need to ensure that all adults delivering the programme are up to date with training.	1 2 3
Ongoing CPD on Destination Reader in KS2, particularly for new staff.	EEF Guidance report <i>"Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge."</i> The Destination Reader approach to teaching reading in KS2 teaches these strategies in a systematic approach. Quality texts are chosen to support the teaching of these strategies. New staff need to be trained in delivering the strategy and regular CPD sessions throughout the year enable monitoring of the teaching of reading.	2
Introduce Talk Through Stories in EYFS and KS1 to develop children's oracy and vocabulary which lead into improved reading. Ensure that all staff are trained on this through Inset.	EEF Guidance report <i>"Language provides the foundation for thinking and learning and should be prioritised. Use a wide range of explicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities."</i> We have found that are children are coming in to school with increasingly poor oracy skills and have prioritised the development of vocabulary across the school.	1 2
HLTA employed to work in Year 6 to enable the two classes to split into 3 smaller classes for Literacy and Maths in the morning and for interventions/pre-teaching in the afternoon.	Our current Year 6 children have been greatly affected by school closures over the last two years, resulting in a huge range of abilities across the year group. There is also a large amount of emotional and behaviour issues in the year group. 34% of the year group are PP children. By teaching the children in smaller groups the teacher is able to give more attention to the children who need it, improving outcomes for children.	2 3 5

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

Budgeted cost: £37,054.02 which included the £15,225 recovery premium funding (24%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths intervention using Dynamo Maths for targeted children in Years 2-5 who are working just below expectation or who have fallen below due to school closures.</p> <p>Reading interventions focussing on comprehension skills and reading stamina.</p> <p>SENDCo out of class to take small group interventions daily - Year 4 for maths, Year 2 reading.</p>	<p>EEF</p> <p><i>“Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil’s premium strategy.”</i></p> <p>As a school we carried out a free trial of Dynamo maths for two weeks in the summer term 2021. We found that the children’s confidence in maths increased and they improved their basic number skills. This programme will now be started with 26 children across years 2-5.</p> <p>Children in Years 4 and 5 will receive a daily comprehension session using Comprehension Ninja. Year 3 interventions will focus on increasing reading speed and fluency through daily 1:1 reading.</p>	3

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

Budgeted cost: £76,185 (49%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils eligible for Pupil Premium are offered the chance to learn an instrument in school.</p>	<p>EEF</p> <p><i>“Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</i></p>	5 6
<p>Behaviour Lead (ELSA) Lunchtime nurture group. Behaviour/counselling support through 1:1 meetings and small group activities with behaviour lead.</p>	<p>EEF</p> <p><i>“Both targeted interventions and universal approaches have positive overall effects (+4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.”</i></p> <p>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</p>	5

	better able to cope with how they are feeling. The children are emotionally and socially able to access all aspects of the curriculum.	
<p>Purchase of Partnership Learning attendance officer.</p> <p>Breakfast Club supplement for PP pupils.</p> <p>Invite parents in to discuss potential barriers with PP lead.</p>	<p>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.</p> <p>We have found that many PP children come to school without having breakfast due to running late or lack of funds. Offering all children free attendance at the Breakfast Club will help to alleviate this.</p>	4
<p>Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that all children have access to enrichment activities.</p> <p>Pupils eligible for Pupil Premium receive discount towards the Year 6 residential.</p> <p>Pupils eligible for Pupil Premium are offered one free after school club a week.</p>	<p>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.</p> <p>We want to ensure that all children are getting access to all areas of the curriculum, including after school clubs.</p>	6
<p>World of Work activity week arranged for KS2 to allow children to explore wider opportunities in the workplace.</p>	<p><i>EEF Employer Engagement in Education</i></p> <ul style="list-style-type: none"> • <i>Pupils often gained something new and distinct from their engagements with employers</i> • <i>They were highly attentive to the views expressed by employers on the value of education and qualifications</i> • <i>Employer engagement impacts on achievement primarily through increasing pupil motivation</i> • <i>The greatest impact can be expected among middle and lower level achievers – as high achievers are commonly highly motivated already’ (Mann and Dawson, 2014, p. 4).</i> <p>Through the World of Work programme, the children will have the opportunity to explore various job opportunities, visit different workplaces and talk with employers.</p>	3 5 6

Total budgeted cost: £ 155,291.02

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.

Intended Outcome: Improve reading/phonic skills for PP pupils in foundation stage

Chosen action - Purchasing of new reading books for EYFS to match children's phonic development.

New reading books were purchased and a bookcase was set up in each class so that children had direct access to the books. Children have been taking home book banded books that directly match their groupings according to the Read Write Inc group they are in. This has proved successful as the children are reading books that contain the phonemes that they have been taught.

Reading Baseline – 44%

Writing Baseline – 44%

PP Reading Baseline – 27%

PP Writing Baseline – 36%

Reading July – 67%

Writing July – 62%

PP Reading July - 54%

PP Writing July – 46%

RWInc Phonic assessments

Autumn – 57% (PP 27%)

Spring (after lockdown) – 55% (PP 27%)

Summer – 60% (PP 38%)

Intended Outcome: Higher rates of attainment for reading in KS1 and KS2 for pupils eligible for PP.

2021 Teacher Assessment:

Pupils Achieving EXP in KS1 Reading 61% (42% PP)

Pupils Achieving GD in KS1 Reading 16% (8% PP)

Pupils Achieving EXP in KS2 Reading 71% (68% PP)

Pupils Achieving GD in KS2 Reading 47% (42% PP)

Chosen action - Continue to purchase Bug Club so that children have a richer diet of reading materials and have access to reading at home.

Bug Club has continued to be successful, particularly where it has been difficult to send home 'real' books due to COVID. During the school closure period in the Spring Term the teachers were able to allocate books to the children and were able to monitor the children's engagement in reading.

Chosen action - Continue developing Destination Reader across KS2 to enhance skills and knowledge taught and develop consistency to teaching reading in KS2.

Destination Reader has continued to be delivered in school and all new staff received training at the start of the Autumn term. Reading lessons have been monitored over the year and further inset delivered in the Spring Term to all KS2 staff.

Chosen action - 2 x TA led groups for children in Year 2 and 3 for children who have fallen below expectation in phonics and reading.

TA/DHT support in phonics was targeted in Year 2 during the autumn term to help children catch up what was missed during the first lockdown. This resulted in children receiving two phonic sessions a day and resulted in 89% (58% PP) of children passing the Phonic Screening in December.

The SENCO has been working with a group of children in Year 3 who failed the phonic screening test in Year 2. They have been having targeted phonic teaching to increase their fluency and decoding skills.

Chosen action - Training of TAs new to KS1 in the teaching of Read Write Inc to ensure consistency of approach.

All TAs and KS1 staff received refresher training in Read Write Inc at the start of the Spring Term which was delivered by the Phonic Lead. New staff to KS1 have had support and training to ensure that they understand the pedagogy behind the programme. We have also upgraded our subscription to the Ruth Miskin training portal to allow staff access to all training videos and materials at all times.

Chosen action - Subscription to the Book Trust Letterbox Reading club

The Letterbox scheme has been successful – feedback from parents has been very positive with children being keen to receive their packs and read the books at home.

Chosen action - Hiring of a book vending machine as a reward system for reading

The vending machine was hired and fully stocked but due to COVID we have not been able to roll out the collection of tokens. This will be launched straight away in the Autumn term.

Intended Outcome: Children make progress, catch-up on missed prior learning and demonstrate increased confidence in class

Chosen action - Targeted TA support in Year 3, 4 and 5 to narrow the gap that has developed during school closure.

PP children were identified from the baseline assessments that took place after each lockdown period. Reading and maths were identified as a focus and TA interventions were planned. These took the form of Bug Club comprehension activities for those children needing comprehension skills and 60 second reading activities for those that needed to increase their reading fluency. Although bubble closures meant that these interventions were inconsistent, children’s confidence and stamina when reading improved.

We carried out a free two-week trial of the Dynamo maths intervention programme with PP children from years 3 and 4 and this will be purchased next year to be rolled out across the school.

Intended Outcome: Increased attendance rates for pupils eligible for PP.

Chosen actions - 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.

Attendance is still an issue with a significant percentage of PP children, however it has been difficult to monitor due to children isolating and bubble closures. Partnership Learning EWO has worked with many families and the attendance of these families is improving. However, many families who have been invited in for meetings do not turn up or ignore calls/emails etc. The EWO has started conducting home visits to try and discuss attendance with the families. Persistent absence has been tackled first (below 90%) as this is the area of most concern.

Latest Attendance figures for 2020/2021

	Whole school	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
PP	94%	94%	95%	93%	95%	96%	93%	95%
Non PP	97%	97%	97%	97%	98%	96%	97%	96%

Persistent Absence figures for 202/2021

	Whole school	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
PP	21%	17%	15%	36%	19%	12%	28%	11%
Non PP	7%	3%	3%	10%	3%	15%	6%	10%

Intended Outcome: Develop increased confidence in identified PP pupils which will impact positively on their learning.

Chosen action - Lunchtime Nurture group

Behaviour/Counselling support through 1:1 meetings and small group activities with Behaviour Lead

Unfortunately, due to COVID restrictions the lunchtime nurture group was unable to take place. However, our behavior lead worked with children on a 1:1 basis or in small groups within bubbles. Several children needed support to build their confidence back up after school closures.

Intended Outcome: 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.

Chosen action - Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that all 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.

Due to Covid the after school clubs only resumed in the Summer Term. The take up from all children, not just PP, was low. This was due to parents being nervous about the children mixing. All PP children were offered a free club each week but only a small percentage took up the offer.

Breakfast club has helped to give PP children a healthy and positive start to the day. At present about 60% of the children who take up Breakfast club are PP children. Next year this provision will be given a greater push, especially with the children who are persistently absent or late.

When school trips resumed all PP children were given free places and PP children were given a supplement for the year 6 residential trip in July.

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
Book Mark Reading	Book Mark Charity