



# 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
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)*

<b>A.</b>	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>B.</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.
<b>C.</b>	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)*

<b>D.</b>	Attendance and punctuality is lower than other pupils. There is a higher record of persistent absenteeism in PP children.
<b>E.</b>	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.
<b>F.</b>	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>
<b>A.</b>	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>B.</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.

<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	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.
<b>F.</b>	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 with 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

<b>Total budgeted cost</b>	<b>£111,213</b>
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6. Impact/Review					
	Desired Outcomes	Chosen action/strategy	Impact	Lessons Learned (Will this be continued?)	Actual Cost
A	Improve reading/phonics skills for PP pupils in foundation stage	Purchasing of new reading books for EYFS to match children's phonic development.	<p>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.</p> <p><b>Reading Baseline – 44%</b>  <b>Writing Baseline – 44%</b>  <b>PP Reading Baseline – 27%</b>  <b>PP Writing Baseline – 36%</b>  <b>Reading July – 67%</b>  <b>Writing July – 62%</b>  <b>PP Reading July - 54%</b>  <b>PP Writing July – 46%</b>  <b>RWInc Phonic assessments</b>  <b>Autumn – 57% (PP 27%)</b>  <b>Spring (after lockdown) – 55% (PP 27%)</b>  <b>Summer – 60% (PP 38%)</b></p>	Books will continue to be used in EYFS – look to extending into Year 1 to provide more decodable books for these children.	£5,000
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.	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.	This will be continued as it provides a valuable extra resource for children at home.	£2,000 subscription fee
	<b>Pupils Achieving Exp in KS1 Reading 61% EXP (42% PP) 16% GD (8% PP)</b>	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.	Destination Reader has been a success across KS2 and has provided a consistency of approach in teaching reading. This will be continued next year to allow staff access to resources and training on line.	£3,000 subscription fee
	<b>Pupils Achieving Exp in KS2 Reading 71% EXP (68% PP) 47% GD (42% PP)</b>	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.	TA and DHT support will continue next Autumn term to prepare the Year 2 cohort for the phonic screening in December. TA support will be focussed on the bottom 20% of readers across the school.	2 x TA afternoons £11,000
		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.	New staff will continue to be trained in Read Write Inc to ensure that we have consultancy of	Ruth Miskin training website

			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.	teaching across all the phonic groups.																																														
		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.	As all current PP children have received packs this year we will miss a year next year and focus on music enrichment.	£7,000																																													
		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.	We will continue with the vending machine next year and monitor its impact.	£1,100 Yearly hire cost £1,000 to stock with books																																													
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.	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 2 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.	Dynamo Maths will be purchased next year and target PP children identified. Reading support will continue, focusing on reading speed and fluency in KS2 and reading comprehension in KS1.	2 x TA afternoons £13,000																																													
		SENDcO to support the teaching of Maths in Year 3 by taking out targeted children to work in a small group.			0.25 of SENDcO salary £16,179																																													
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.	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.  <b>Latest Attendance figures</b> <table border="1"> <thead> <tr> <th></th> <th>Whole school</th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>94%</td> <td>94%</td> <td>95%</td> <td>93%</td> <td>95%</td> <td>96%</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>Non PP</td> <td>97%</td> <td>97%</td> <td>97%</td> <td>97%</td> <td>98%</td> <td>96%</td> <td>97%</td> <td>96%</td> </tr> </tbody> </table> <b>Persistent Absence figures</b> <table border="1"> <thead> <tr> <th></th> <th>Whole school</th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		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%		Whole school	EYFS	Y1	Y2	Y3	Y4	Y5	Y6										Continue with EWO working with parents of the children who are persistently absent (below 90%) Pupil Premium lead to make contact with the parents of children who are continuously late or absent and encourage them to attend breakfast club. Magic breakfast has stopped offering free breakfasts to schools so children will be offered a breakfast from school in the breakfast club setting.	Attendance Officer - £5,000 Breakfast Club Salaries – £5,500 Magic Breakfast – no cost
	Whole school	EYFS	Y1	Y2	Y3	Y4	Y5	Y6																																										
PP	94%	94%	95%	93%	95%	96%	93%	95%																																										
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	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%			
<b>E</b>	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	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.									Our aim is restart the lunchtime nurture group next year as this was successful in previous years in building children's self-esteem and confidence. Counselling sessions and behaviour support will continue.	Behaviour lead - £31,434	
<b>F</b>	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.	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.									This approach will be reviewed on an annual basis and would be continued if appropriate.	Supplement for trips (including residential) - £5,000  Personal budget for uniform and clubs - £5,000	