



Harrow Lodge Primary School Pupil premium strategy statement

School overview

Detail	Data
School name	Harrow Lodge Primary School
Number of pupils in school	379 (October 2021) 392 (October 2022)
Proportion (%) of pupil premium eligible pupils	2021/2022 - 30% (115) 2022/2023 – 30% (118)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021 Reviewed and revised October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lynette Searle
Pupil premium lead	Lorraine Waddington/ Michelle Clarke
Governor / Trustee lead	Sarah Cole - Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/2022 - £139,900 2022/2023 – £160,660
Recovery Premium funding allocation this academic year	2021/2022 - £15,225 2022/2023 - £15,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2021/2022 - £ 0 2022/2023 - £0
Total budget for this academic year	2021/2022 - £155,125 2022/2023 – £176,160

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: 2021/2022 £42,052 (27%) **2022/2023 £49,408 (28%)**

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
Purchasing of Phonic Decodable books in KS1	EEF "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."	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 targeted year groups to enable the two classes to split into 3 smaller classes for Literacy and Maths in the morning and for	<u>2021/2022</u> 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.	2 3 5

<p>interventions/pre-teaching in the afternoon.</p>	<p>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.</p> <p>2022/2023</p> <p>The current Year 3 children have a significant gap between PP and Non PP children at the end of year 2.</p> <p>Reading – PP 46% Non PP 71%</p> <p>Writing – PP 27% Non PP 71%</p> <p>Maths – PP 55% Non PP 80%</p> <p>There are 22 PP children (39% of the year group) and of these 22, 7 are SEND.</p> <p>The children will be taught in three smaller classes for English and Maths to enable the PP children to be targeted through quality first teaching.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 2021/2022 £37,054.02 which included the £15,225 recovery premium funding (24%) **2022/2023 - £36,255.50 (21%)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths intervention using Dynamo Maths for targeted children in Years 2-6 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>2022/2023 – Trail of Reading Plus for KS2 PP children who are just below expectation.</p> <p>2022-2023 – Trained TA to carry out RWInc 1to1 tutoring to enable rapid catch up in phonics and reading across key stage 2 2 full days a week</p>	<p>EEF</p> <p><i>“Small group tuition has an average impact of four months’ additional progress over the course of a year.</i></p> <p><i>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>3</p>

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

Budgeted cost: 2021/2022 £76,185 (49%) **2022/2023 - £82,915 (47%)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils eligible for Pupil Premium are offered the chance to learn an instrument in school.	EEF <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>	5 6
Behaviour Lead (ELSA) Lunchtime nurture group. Behaviour/counselling support through 1:1 meetings and small group activities with behaviour lead.	EEF <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> 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 better able to cope with how they are feeling. The children are emotionally and socially able to access all aspects of the curriculum.	5
Purchase of Partnership Learning attendance officer. Breakfast Club supplement for PP pupils. 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 free attendance at the Breakfast Club will help to alleviate this.	4
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 receive discount towards the Year 6 residential. Pupils eligible for Pupil Premium are offered one free after school club a week.	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.	6
World of Work activity week arranged for KS2 to allow children to explore	<i>EEF Employer Engagement in Education</i> <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</i> 	3 5 6

<p>wider opportunities in the workplace.</p>	<p><i>employers on the value of education and qualifications</i></p> <ul style="list-style-type: none"> • <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>	
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Total budgeted cost: 2021/2022 £155,291.02

2022/2023 £168,578.50 (£7581.50 contingency)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021 to 2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Internal and external assessments during 2021/2022 indicate that our strategy has had some demonstrable impact during its first year of implementation. The strategy has been revised in light of the analysis of these outcomes and are outlined in the document sections above.

In EYFS 67% of pupils achieved GLD. For our disadvantaged pupils, the GLD outcome was 42%. The area that is targeted through the strategy, early reading and phonics, has already had an impact on the reading component of the GLD. Baseline in word reading was 23% (8% for PP) which rose to 77% (50% for PP) by the end of the year. Our internal phonic screening data shows that 77% of children are on track with their phonic development, an increase of 48% at the end of the autumn term.

Phonic screening outcomes in Year 1 demonstrate the impact that the focus on delivering a high quality phonics programme has had. Year 1 baseline phonic screening showed that 57% of children were on track with their phonic development. At the end of the year 76% passed the phonic screening test (71% PP). The focus on training staff to deliver good quality phonic teaching will continue in 2022/2023. This focussed training for staff will also continue into KS1 next year and the strategy has been revised to include the purchasing of phonic books in KS1 to match the quality of provision in EYFS.

End of key stage assessments show the impact that the strategy is beginning to have, particularly in reading and maths, where the gaps are closing significantly.

2022 KS1 Autumn Baseline

KS1	Non PP Exp +	PP Exp +	Gap
Reading	61%	21%	-40%
Writing	53%	21%	-32%
Maths	69%	33%	-36%

KS1 July Teacher Assessments

KS2	Non PP Exp +	PP Exp +	Gap
Reading	72%	46%	-26%
Writing	72%	29%	-43%
Maths	81%	54%	-27%

2022 KS2 Autumn Baseline

KS2	Non PP Exp +	PP Exp +	Gap
Reading	53%	58%	+5%
Writing	53%	53%	-
Maths	56%	42%	-14%

KS2 SAT Tests

KS2	Non PP Exp +	PP Exp +	Gap
Reading	75%	84%	+9%
Writing	64%	68%	+4%
Maths	56%	53%	-3%

The chosen strategy of RWInc 1:1 tutoring in years 1-3 and Dynamo maths interventions for Years 2-6 will continue next year as they have proven to have a positive impact on children's attainment.

Our priority regarding attendance and persistent absence has had some success on an individual pupil level. However, this will continue to be a priority for 2022-2023 with the implementation of the DfE's new 'Working together to improve school attendance. The trust's EWO will continue to visit on a monthly basis

and families will continue to be invited in to meet with the EWO in the first case, followed by meetings with the Head Teacher.

Attendance 2021-2022

	All	Non PP	PP
July	94.2%	95.2	92%

Persistent Absence 2021-2022

	All	Non PP	PP
School	16.9%	13.1%	24.8%

PP Persistent absence will continue to be a focus in 2022/2023 with families targeted and identified as soon as attendance drops below 90%. At the time of review, national attendance/absence/PA data is not available but we are focused on both closing the gap and increasing attendance overall.