



# Harrow Lodge Primary School Pupil premium strategy statement

## School overview

| Detail  | Data                                 |
|---|--------------------------------------|
| School name   | Harrow Lodge Primary School          |
| Number of pupils in school  | 435 (October 2023)                   |
| Proportion (%) of pupil premium eligible pupils                         | 30% (131)                            |
| Academic year/years that our current pupil premium strategy plan covers | September 2021-July 2024             |
| Date this statement was published                                       | October 2023                         |
| Date on which it will be reviewed                                       | September 2024                       |
| 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                                    | 2023/2024 - £166,000 |
| Recovery Premium funding allocation this academic year                                 | 2023/2024 - £16,800  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 2023/2024 - £0       |
| <b>Total budget for this academic year</b>   | 2023/2024 - £182,800 |

# 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 23.8% for 2022/2023. 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"> <li>• Pupils eligible for PP in EYFS and KS1 make rapid progress from their very low starting points to meet end of year reading expectations.</li> <li>• Through tracking of individual progress and attainment, targeted resources are given to parents to use at home.</li> <li>• Better vocabulary acquisition results in increased oracy skills in the early years and KS1.</li> </ul>  |
| 2. Higher rates of attainment in reading for pupils eligible for PP, especially girls.   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Gaps between Reading for PP pupils and Non PP pupils is reduced.</li> </ul>  |
| 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"> <li>• Pupils eligible for PP make accelerated progress to narrow the gap in attainment between PP and Non PP pupils.</li> <li>• Pupil Progress meetings identify target children to focus on with catch-up intervention programmes.</li> </ul>   |
| 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"> <li>• Supportive relationships are developed with families which is shown through increased engagement with the school.</li> <li>• Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.</li> <li>• Uptake for Breakfast Club increases.</li> <li>• Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed.</li> </ul> |
| 5. Develop increased confidence and self-esteem in identified PP pupils, with a focus on girls, which will impact positively on their learning.<br>PP pupils are aware of the opportunities that are available to them, increasing their aspirations for the future. | <ul style="list-style-type: none"> <li>• Disadvantaged pupils will confidently approach all aspects of their learning.</li> <li>• Disadvantaged pupils will develop resilience when faced with challenges in their learning. Their books will show a greater amount of challenges attempted.</li> <li>• Pupils eligible for PP are targeted for cross school competitions and events, particularly the more able PP children.</li> </ul>  |
| 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"> <li>• Funds are identified to ensure that key activities are accessed by all PP pupils.</li> <li>• Art and sports activities reduce negative cultural capital for disadvantaged children.</li> <li>• Pupils eligible for PP take up the offer of a free after school club.</li> </ul>  |

## 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: 2023/2024 – £42,928

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Ongoing CPD on RWInc to improve phonics teaching and the teaching of reading.<br>Subscription to Ruth Miskin Website plus replenishing resources £2,000                                 | 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<br>2<br>3                   |
| Training for staff of bridging the gap between PP and non-PP children – The Thinking Classroom CPD £2,000   | Pupils are encouraged to think independently using a teaching programme which develops higher order skills needed for success. Teachers will be trained in ways to narrow the gap and provide success for all pupils in class.   | 1<br>2<br>3                   |
| Introduce Talk Through Stories in EYFS and KS1 to develop children's oracy and vocabulary which lead into improved reading.<br>Ensure that all staff are trained on this through Inset. | EEF Guidance report<br><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><br>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<br>2                        |
| Release time for subject leaders to provide relevant CPD and resources to improve the quality of the curriculum for all learners.<br>Cover teacher - £38,928                            | Monitoring of teaching and learning identifies curriculum strengths that impact pupil premium the most.  | 2<br>3                        |

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

Budgeted cost: 2023/2024 - £54,404.50

| Activity   | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Maths intervention using Dynamo Maths for targeted children in Years | EEF                                  | 3                             |

|   |   |  |
|---|---|--|
| <p>2-6 who are working just below expectation or who have fallen below due to school closures.<br/>(Dynamo Maths Subscription fee £800 + 1 x TA daily (£24,102)</p> <p>Reading interventions focussing on comprehension skills and reading stamina. Subscription for Literacy Gold reading intervention to be used across the school (£800)</p> <p>Trained TA carrying out RWInc tutoring in KS2 for 2 days a week (£10,150)</p> <p>Trained TA to carry out RWInc 1:1 tutoring in KS1 (£26,076)</p> <p>0.25 of SENDCo salary (£19,352.50)</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>In the Spring term of 2023 we trialed a literacy intervention programme Literacy Gold with 12 Year 2 children. This proved to really help with improving children’s reading speed and fluency. The decision was made to buy into this for 2023/2024 and to roll it out across the whole school for those children who are working below age related expectations in Reading.</p> <p>Time set aside for the inclusion lead to carry out in-class observations, pupil conferences and develop appropriate strategies in order to effectively implement and manage provision for disadvantaged pupil sin the school.</p> |  |
|---|---|--|

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

Budgeted cost: 2023/2024 - £84,868

| 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.<br/>(£7,500)</p>   | <p>EEF<br/><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>   | <p>5<br/>6</p>                |
| <p>Behaviour Lead (ELSA)<br/>Lunchtime nurture group.<br/>Behaviour/counselling support through 1:1 meetings and small group activities with behaviour lead.</p> | <p>EEF<br/><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>5</p>                      |

|  |   |             |
|--|---|-------------|
| <p>(Behaviour lead salary £40,187)</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 better able to cope with how they are feeling. The children are emotionally and socially able to access all aspects of the curriculum.</p>   |             |
| <p>Purchase of Partnership Learning attendance officer. (Attendance Officer salary £5,000)<br/>Breakfast Club supplement for PP pupils. (Breakfast Club salaries £9,881)<br/>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.<br/>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. (£50 per child for uniform and £50 for trips £8,000)<br/>Pupils eligible for Pupil Premium receive discount towards the Year 6 residential. (£4,500)<br/>Pupils eligible for Pupil Premium are offered one free after school club a week. (£3.50 per child per week – £8,000)</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.<br/><br/>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. (Cost £1,800)</p>   | <p><i>EEF Employer Engagement in Education</i></p> <ul style="list-style-type: none"> <li>• <i>Pupils often gained something new and distinct from their engagements with employers</i></li> <li>• <i>They were highly attentive to the views expressed by employers on the value of education and qualifications</i></li> <li>• <i>Employer engagement impacts on achievement primarily through increasing pupil motivation</i></li> <li>• <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></li> </ul> <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<br>5<br>6 |

**Total budgeted cost: 2023/2024 - £182,200**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2022 to 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The strategy has been revised in light of the analysis of these outcomes and are outlined in the document sections above.

In EYFS 53% of pupils achieved GLD. This is lower than usual but this cohort was heavy on SEND needs and 52% of the children were EAL. Early reading and phonics has continued to improve. Baseline in word reading was 27% (22% for PP) which rose to 60% (67% for PP) by the end of the year. Our internal phonic screening data shows that 65% of children are on track with their phonic development, an increase from 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. At the end of Year 1 82% passed the phonic screening test (47% PP). At the end of Year 2 93% of children passed the phonic screening test (90% PP) The focus on training staff to deliver good quality phonic teaching will continue in 2022/2023. The decodable books that were purchased for KS1 this year have impacted on this and the high quality training for staff will continue into 2023/2024 to ensure that staff are up to date with developments.

End of key stage assessments show the impact that the strategy is beginning to have, particularly in reading and writing.

#### 2022 KS1 Autumn Baseline

| KS1     | Non PP<br>Exp + | PP<br>Exp + | Gap  |
|---------|-----------------|-------------|------|
| Reading | 63%             | 30%         | -33% |
| Writing | 56%             | 25%         | -31% |
| Maths   | 66%             | 35%         | -31% |

#### KS1 July Teacher Assessments

| KS2     | Non PP<br>Exp + | PP<br>Exp + | Gap  |
|---------|-----------------|-------------|------|
| Reading | 76%             | 65%         | -11% |
| Writing | 71%             | 45%         | -26% |
| Maths   | 90%             | 50%         | -40% |

#### 2022 KS2 Autumn Baseline

| KS2     | Non PP<br>Exp + | PP<br>Exp + | Gap  |
|---------|-----------------|-------------|------|
| Reading | 69%             | 55%         | -14% |
| Writing | 69%             | 58%         | -11% |
| Maths   | 57%             | 40%         | -17% |

#### KS2 SAT Tests

| KS2     | Non PP<br>Exp + | PP<br>Exp + | Gap  |
|---------|-----------------|-------------|------|
| Reading | 76%             | 58%         | -18% |
| Writing | 74%             | 58%         | -16% |
| Maths   | 71%             | 58%         | -13% |

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. We have also trialled Literacy Gold in Year 2 as a reading intervention and this has had a huge impact on improving children's reading ages. This will be purchased next year as part of the strategy so that it can be rolled across all year groups.

Our priority regarding attendance and persistent absence has had some success on an individual pupil level. Attendance will continue to be a priority for 2023-2024 with the implementation of the DfE's new 'Working together to improve school attendance. The trust's EWO will continue to visit but this will change to a visit every two weeks to keep on top of the children who are falling below 90%. New strategies will be put into place to continue tackling this area in the next academic year.

### ½ Termly Attendance Data 2022-2023

|                   | No. on Roll |     |     |     |     |     | Attendance % |             |             |             |             |             | PA % - Below 90% - (No. of children are in brackets) |                |             |             |          |          |
|-------------------|-------------|-----|-----|-----|-----|-----|--------------|-------------|-------------|-------------|-------------|-------------|--|----------------|-------------|-------------|----------|----------|
|                   | ½ Terms     |     |     |     |     |     | ½ Terms      |             |             |             |             |             | ½ Terms  |                |             |             |          |          |
|                   | 1           | 2   | 3   | 4   | 5   | 6   | 1            | 2           | 3           | 4           | 5           | 6           | 1  | 2              | 3           | 4           | 5        | 6        |
| <b>NATIONAL</b>   |             |     |     |     |     |     | <b>94.9</b>  | <b>93.5</b> | <b>93.8</b> | <b>93.9</b> | <b>94.0</b> | <b>92.5</b> | <b>No data</b>                                       | <b>No data</b> | <b>19.5</b> | <b>18.5</b> | 17.4     | 17.2     |
| <b>School</b>     | 386         | 400 | 408 | 404 | 412 | 411 | 95.6         | 93.8        | 93.9        | 94.0        | 94.3        | 94.3        | 15.5   | 20.5           | 18.4        | 17.3        | 15.5     | 16.3     |
| <b>Boys</b>       | 205         | 212 | 218 | 215 | 221 | 219 | 95.9         | 93.7        | 93.9        | 94.0        | 94.3        | 94.4        | 12.7   | 20.3           | 16.1        | 15.3        | 14.0     | 15.1     |
| <b>Girls</b>      | 181         | 188 | 190 | 189 | 191 | 192 | 95.2         | 93.9        | 93.9        | 94.0        | 94.3        | 94.3        | 18.8   | 20.7           | 21.1        | 19.6        | 17.3     | 17.7     |
| <b>PP</b>         | 116         | 119 | 119 | 121 | 123 | 125 | 93.2         | 91.0        | 90.9        | 91.5        | 92.0        | 92.2        | 28.4   | 38.7           | 36.1        | 32.2        | 30.9     | 32.0     |
| <b>SEN no EHC</b> | 27          | 27  | 27  | 28  | 28  | 29  | 93.5         | 91.7        | 91.6        | 92.8        | 93.3        | 92.7        | 18.5   | 29.6           | 29.6        | 21.4        | 17.9     | 27.6     |
| <b>SEN EHC</b>    | 12          | 12  | 12  | 12  | 13  | 13  | 95.5         | 92.1        | 91.3        | 90.1        | 89.1        | 89.3        | 25.0   | 41.7           | 41.7        | 50.0        | 53.8     | 53.8     |
| <b>Rec</b>        | 48          | 53  | 55  | 57  | 60  | 59  | 98.6         | 96.3        | 95.7        | 94.7        | 94.6        | 94.7        | 4.2(2)   | 13.2(7)        | 12.7(7)     | 19.3(11)    | 15.0(9)  | 15.3(9)  |
| <b>Y1</b>         | 60          | 60  | 60  | 59  | 61  | 61  | 96.5         | 95.3        | 95.6        | 95.2        | 95.5        | 95.1        | 10.0(6)  | 15.0(9)        | 11.7(7)     | 10.2(6)     | 11.5(7)  | 13.1(8)  |
| <b>Y2</b>         | 57          | 61  | 61  | 61  | 61  | 60  | 93.7         | 92.3        | 93.3        | 93.3        | 93.9        | 94.1        | 24.6(14)   | 27.9(17)       | 21.3(13)    | 19.7(12)    | 16.4(10) | 15.0(9)  |
| <b>Y3</b>         | 56          | 57  | 58  | 55  | 56  | 57  | 95.3         | 93.1        | 92.6        | 93.0        | 93.2        | 93.1        | 16.1(9)  | 21.1(12)       | 24.1(14)    | 21.8(12)    | 21.4(12) | 22.8(13) |
| <b>Y4</b>         | 44          | 48  | 51  | 51  | 53  | 53  | 95.0         | 93.8        | 93.6        | 93.7        | 94.0        | 94.2        | 22.7(10)   | 18.8(9)        | 21.6(11)    | 21.6(11)    | 17.0(9)  | 18.9(10) |
| <b>Y5</b>         | 60          | 60  | 61  | 60  | 60  | 60  | 96.6         | 94.6        | 94.6        | 94.9        | 95.2        | 95.2        | 11.7(7)  | 20.0(12)       | 16.4(10)    | 13.3(8)     | 13.3(8)  | 15.0(9)  |
| <b>Y6</b>         | 61          | 60  | 61  | 61  | 61  | 61  | 93.8         | 94.6        | 94.6        | 93.2        | 93.5        | 93.8        | 19.7(12)   | 20.0(12)       | 16.4(10)    | 16.4(10)    | 14.8(9)  | 14.8(9)  |