

Pupil premium strategy statement – Harefield Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	1 year plan due to interim Headteacher 23-24
Date this statement was published	December 23
Date on which it will be reviewed	July 24
Statement authorised by	Sian Carr (interim Executive Head)
Pupil premium lead	Claire Sambles (Inclusion Lead)
Governor / Trustee lead	Bob Farmer (CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,620
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£25,230
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£263,850

Part A: Pupil premium strategy plan

Statement of intent

‘High quality teaching—every day, for all pupils—can and will make a positive difference.’

‘Moving forwards, Making a difference’
Education Endowment Foundation
A planning guide for schools 2022-23

It is our intention, at Harefield Primary School, that all pupils are given equal opportunities, as all have an entitlement to achieve their full potential, whatever their circumstances. We place inclusivity at the heart of all that we do and aim to develop lifelong learners by removing barriers and increasing resilience and self-esteem.

We will achieve this through investment in: -

- Working together to improve attendance through robust procedures, such as working alongside parents and liaison with the Family Support Worker and other support agencies. Attendance at school is vital to enable good learning outcomes build self-esteem and well-being, and to form social connections;
- High quality teaching, (including continuous staff CPD, robust assessment to identify learning gaps and improving literacy and maths outcomes) as this has the greatest impact on closing the attainment gap for our most vulnerable pupils;
- Targeted interventions (such as Third Space Learning, Little Wandle Rapid Catch Up, Phonological Awareness , etc) in order to support improved learning outcomes;
- Wider school strategies (e.g. extra-curricular clubs, visits and visitors, parent workshops etc) in response to our most disadvantaged pupils’ experiences and broader areas of needs.

We aim to ensure that all of our vulnerable groups receive appropriate provision, support and life experiences to increase their attendance, their self-esteem and decrease the attainment gap in Reading, Writing and Maths.

We will clearly define areas of practice in need of development and identify appropriate practices or programmes to address these, create an implementation plan that clarifies how changes will take place in practice and will continually monitor the implementation process to track progress and make adaptations to suit the needs of the pupils and school context:

- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3% - 4% lower than pupils overall.</p> <p>There is a significant difference in persistent absenteeism between disadvantaged and non-disadvantaged pupils. Persistent absenteeism is over 20% higher for disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attitude towards school.</p>
2	<p>Outcomes in maths and writing for disadvantaged pupils are lower than national disadvantaged outcomes. In 2023, end of Key Stage data was:</p> <p>KS1 writing: 44% of disadvantaged pupils achieved ARE nationally, 37% disadvantaged pupils in school were at expectation KS1 maths: 56% of disadvantaged pupils achieved ARE nationally, 42% disadvantaged pupils in school were at expectation KS2 writing: 58% of disadvantaged pupils achieved ARE nationally, 48% disadvantaged pupils in school were at expectation KS2 maths: 59% of disadvantaged pupils achieved ARE nationally, 70% disadvantaged pupils in school were at expectation</p> <p>This means that some of our disadvantaged pupils are not secondary ready upon leaving Harefield Primary.</p>
3	<p>Early reading results for disadvantaged pupils are lower than national and impact on children's progress as they move through the school.</p> <p>Yr 1 Phonics screen: 70% of disadvantaged pupils passed nationally, 63% of disadvantaged pupils in school passed</p> <p>Yr R reading: 67% of pupils achieved GLD in literacy nationally, 43% of disadvantaged pupils in school achieved GLD in literacy</p>
4	<p>Approximately 38% of our disadvantaged pupils have been identified as having special educational needs. Approximately half of our Special Educational Needs register are disadvantaged. Many of the children in this 'cross over' group have identified social, emotional and mental health needs. These needs impact on their readiness and ability to learn effectively. There are an increasing number of significant behaviour incidents involving these pupils.</p>

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
To achieve and sustain improved attendance for disadvantaged pupils.	<p>Sustained high attendance by July 2024 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. persistent absenteeism among disadvantaged pupils being no more than 1% higher than whole school figure
Improved writing and maths attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2023/24 show that more than 65% of disadvantaged pupils meet the expected standard</p> <p>KS1 writing outcomes in 2023/24 show that more than 50% of disadvantaged pupils meet the expected standard.</p> <p>Yr R writing outcomes in 2023/24 show that more than 35% of disadvantaged pupils meet the expected standard</p> <p>KS2 maths outcomes in 2023/24 show that more than 90% of disadvantaged pupils meet the expected standard</p> <p>KS1 maths outcomes in 2023/24 show that more than 55% of disadvantaged pupils meet the expected standard.</p> <p>Yr R maths outcomes in 2023/24 show that more than 50% of disadvantaged pupils meet the expected standard</p>
Improved early reading skills, evident in phonics achievement, in Year R and Year 1	<p>Yr R reading outcomes in 2023/24 show that more than 55% of disadvantaged pupils met the expected standard</p> <p>Yr 1 Phonics Screen outcomes show that more than 65% of disadvantaged pupils pass the screen</p>
Improved learning behaviours for disadvantaged pupils identified with SEMH needs	A clear reduction in the amount of significant behaviour incidents from the Autumn to the Summer Term for a focus group of eight disadvantaged pupils with significant SEMH needs

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: £129,891.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Lead, English and Maths Leads to monitor, coach and deliver CPD on adaptive teaching, with a particular focus on writing and maths task design</i>	The school have used the resources from the Education Endowment Foundation to structure training and CPD on adaptive teaching https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support	2
<i>Improved quality of teaching (CPD) for disadvantaged pupils through support from Hamwic Education Trust</i>		2
<i>Reading Ambassador to ensure continued development of Little Wandle including CPD, further resources, coaching and monitoring to deliver Rapid Catch Up</i>	In April 21 the Government recommended that all school choose a effective systematic synthetic phonics teaching programme in order to: <ul style="list-style-type: none"> • give all children a solid base on which to build as they progress through school • help them develop the habit of reading both widely and often, for both pleasure and information As a school, we use Little Wandle as we align our views with their pedagogical approach. https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/ Development of this SSP remains a focus so as to prioritise reading for all pupils, particularly those requiring additional support	3
<i>Educational psychology SLA to support</i>	Due to the increase in pupils requiring additional support, with more complex needs, we will purchase additional EP hours in order to support early	4

<i>teachers with teaching disadvantaged children with additional needs</i>	intervention in order to further support and reduce the barriers for these pupils.	
<i>Additional TA time to allow for teacher release to attend CPD (Hamwic curriculum networks, Maths Hub, Trauma Informed supervision, additional networking opportunities)</i>		

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

Budgeted cost: £29,743.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speaking Space used to support school staff to deliver researched oral language interventions, with a focus on Year R and Year 1</i>	The summary of Finding 2 from the Government report Best Start in Life Part 2: the three prime areas of learning (September 2023) states that 'Communication and language are fundamental to every aspect of young children's thinking and learning. The rate of children's development depends on their interactions with adults' https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning	3
<i>Speech and Language TA used to assess oral language skills in Year R and Year 1 and implement whole class teaching strategies as a result</i>	Through early intervention with communication and language, children are given the best opportunities to build foundations for later literacy skills.	3
<i>Little Wandle Rapid Catch Up sessions for Year 3 and 4</i>	As a school, we use Little Wandle as our systematic synthetic phonics teaching programme as we align our views with their pedagogical approach.	3

and for Year 2 from Jan onwards	https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/ Development of this SSP remains a focus and intervention to support pupils to keep up and catch up is a vital part of this.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £97,182.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer used to analyse attendance patterns and trends</i>	The work of the Attendance Officer and Family Support Worker allows the school to follow the Government guidance from Working Together to Improve School Attendance Sep 23 https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1
<i>Family Support worker to build relationships with hard to reach families in order to improve attendance and engagement in school</i>		1
<i>Discounted places at Breakfast and After School Club to support attendance</i>		1
<i>Contingency funding to support with attendance: rewards, incentives, emergency</i>		1

<i>wrap around provision, vouchers, resources</i>		
<i>ELSA support for disadvantaged pupils identified with SEMH needs, including Monday Morning Club, playtime support and Lunchtime Club and attendance support</i>	The Education Endowment Foundation found that pupils who received targeted support for social and emotional learning made, on average, an additional six months of progress, often measured academically. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
<i>Additional Clubs and activities for disadvantaged pupils to build a sense of belonging and self-esteem</i>	From discussion with parents and pupils and from monitoring, the school have identified wellbeing, mental health and safeguarding concerns that pupils are facing which negatively affect their education and readiness to engage with teaching. These are addressed following the Government's guidance Using Pupil Premium: Guidance for School Leaders March 2023 https://assets.publishing.service.gov.uk/media/6425a1002fa848000cec105f/Using_pupil_premium_guidance_for_school_leaders.pdf	1
<i>Community Support Projects (Fairshare food available on site weekly, allocation of families to receive SCRATCH Christmas presents/ furniture etc, allocation and delivery of food hampers for our most vulnerable families/ Distribution of utility and food vouchers</i>		1
<i>Funded support with uniform, equipment,</i>		1

<i>books, educational visits, IT equipment</i>		
<i>Contingency funding to support with pupils as needed: resources, clothing, food, transport, books, IT</i>		1
<i>Continuation of the National School Breakfast Program</i>	The impact of this intervention for all participating schools has been measured by Family Action https://www.family-action.org.uk/content/uploads/2023/09/Impact-of-the-National-School-Breakfast-Programme.pdf	1, 4

Total budgeted cost: £256,818.20

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

Review

Target not met. Lessons learnt:

- attendance is the responsibility of all stakeholders and shared accountability is needed;
- strong leadership of attendance is needed for monitoring and evaluation of procedures and progress;
- support for parents is crucial so that they feel confident in supporting their child's emotional needs which can lead to lower attendance.

Outcome 2: Improved oral language skills and vocabulary among disadvantaged pupils

Review

Target not met. The school has had a large Speech and Language caseload which has now been evaluated and remodeled so that trained staff can focus more on early intervention, with a focus on those children showing difficulties with early language and communication skills.

Outcome 3a. Improved writing attainment among disadvantaged pupils

Review

Outcomes at KS2 were met. Outcomes at KS1 and Yr R were not met. Lessons learned:

- oral language remains a barrier for some disadvantaged children and oral rehearsal of writing is crucial. Greater support in the Early Years for spoken language would support increased writing outcomes;
- Little Wandle has been introduced across the school and the school is still integrating these skills into curriculum writing planning. The school's delivery of Little Wandle is now more focused and there is greater fidelity, allowing staff to consider how these skills feed into the writing journey.

Outcome 3b. Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2

Review

Target was exceeded at KS2. Target was not met at KS1. Reflections on the outcomes:

- Maths teaching has greater consistency within KS1, as observed by Maths lead
- Children in KS1 continue to find the multi-disciplinary aspects of maths difficult and reasoning
- Additional actions have been implemented to develop maths fluency in KS1, for example daily Fluency Bee

Outcome 4: Improved wellbeing and learning behaviours for disadvantaged pupils identified with SEMH needs

Review

Target not met. Reflections on the year:

- there was a change in the Behaviour Policy and a change in the Behaviour Lead, which meant that procedures and strategies used to support behaviour changed;
- as part of the change of policy, the measures for behaviour changed and so it is difficult to compare previous behaviour data with current;

The school continues to integrate a trauma informed approach and this continued focus will support pupils with regulation and managing strong emotions, which remains difficult for some pupils