

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Harlow Green Primary
Number of pupils in school	372 (including nursery)
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025 (Due to only one year of funding being identified)
Date this statement was published	13/10/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mustafaa Malik
Pupil Premium Lead	Mustafaa Malik / Leighanne Softley
Governor / Trustee lead	Gillian Wood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 207,700
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 7,200
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 214,900

# Part A: Pupil premium strategy plan

## Statement of intent

### **What are your ultimate objectives for your disadvantaged pupils?**

*It is the intent of Harlow Green Primary School that children from all backgrounds are able to grow as individuals and become happy, healthy, positive members of their community with the possibility of achieving in many ways.*

*Financial disadvantage should not be a barrier to personal and academic success. It is the aim of our school that we help children and their families overcome obstacles so that these children can achieve personal and academic success through quality provision and tailored support.*

### **How does your current pupil premium strategy plan work towards achieving those objectives?**

*The plan we are implementing will provide support for children to ensure that they are able to access a challenging curriculum with a positive mental mind-set. This will very much be focused on quality classroom provision with the addition of adult intervention for personal and academic support.*

### **What are the key principles of your strategy plan?**

*Our key principles are to provide quality input from highly trained adults who can support children with precision delivery based on their specific needs. This support will come in the form of the following:*

- Teachers developing their classroom practice through a deep understanding of researched-based teaching principles which will increase the effectiveness of provision for all, but especially those who require the greatest support.*
- Teaching Assistant intervention for personal and academic development.*
- Specialist counselling for children with greater emotional needs.*
- Additional English and mathematics tuition to support children in upper KS2 to close gaps in basic skills and develop greater fluency, both in school time and outside of curriculum time.*
- Family support that encourages high expectations around education starting with attendance.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Some children demonstrate gaps in knowledge, skills and understanding. This is for various reasons such as poor working memory, lack of educational desire, absence etc. However, this has been heightened greatly by the lack of full schooling during lockdowns. There are still specific Year Groups who have been more affected by this than others.
2	A significant number of pupils' basic language skills/habits can be low on-entry and this has an impact on a wide range of aspects such as attitude to reading, vocabulary acquisition, spelling, writing, and general comprehension.
3	Reasoning in mathematics, at the standard required, is challenging especially in relation to the amount required in an assessment as, outside of the school environment, children are not used to spending such long periods of time being mentally challenged at that level. However, this is also impacted by the lack of mastering mental fluency which can be applied effectively and efficiently.

4	Low attendance rates for a number of individuals with many being from the same families.
5	Complex family backgrounds where parents/carers are struggling with various issues which lead to children not being emotionally ready for learning.
6	Parents/carers finding challenges to support at home for completing homework or activity supportive of education with a great proportion of children spending time online, especially boys (e.g. games consoles, social media)
7	Parents/carers not reading regularly with, or to, their children over a long period of time and reading is not seen as an important aspect of time outside of school.

## 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
Teaching across school will have a high level of consistency in relation to strategies that support effective learning. These strategies will be employed by staff who have a developed understanding of why they are required and how best to employ them. As a consequence, knowledge is embedded for long-term learning.	<ul style="list-style-type: none"> <li>• Training is attended by all.</li> <li>• Teachers have professional conversations using a shared vocabulary of teaching.</li> <li>• Coaching opportunities provide time for staff to inspect their teaching and reflect upon it.</li> <li>• Pupils learn new material and retain this over the long-term.</li> <li>• Lessons engage children and support their confidence through a high success rate and clear small steps which builds their understanding systematically.</li> </ul>
Children who demonstrate that they have gaps in learning or are falling behind will be supported through effective adult-supported intervention to enhance quality-first teaching so that they can make swift progress. Specific skills will be targeted with assessments at the end of interventions used to measure progress.	<ul style="list-style-type: none"> <li>• Pupils will be involved in high quality one-to-one and small group interventions which will focus upon closing specific gaps in learning.</li> <li>• Teachers and Teaching Assistants will implement interventions with a high degree of effectiveness.</li> <li>• Children will make rapid progress in their basic skills.</li> <li>• The skills being supported will be applied within lessons back in the classroom.</li> <li>• Progress rates for PP children by the end of KS2 will be above 0.0</li> <li>• Attainment in KS1 and KS2 for PP children will be in line with non-PP pupils.</li> <li>• Children will work hard within and enjoy the intervention sessions and understand how they support their progress.</li> </ul>
Children will display high levels of fluency in relation to basic skills in mathematics. They will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.	<ul style="list-style-type: none"> <li>• Mastery teaching will build children's conceptual understanding and fluency through carefully structured learning programmes.</li> <li>• Interventions from TAs will focus children to embed basic skills and enhance fluency through overlearning and repetition.</li> <li>• Within lessons, children will apply their fluency to varied context and problems.</li> <li>• Intervention assessments/quizzes will show retention of the basic skills/knowledge with high scores.</li> </ul>
The attendance of Pupil Premium children will be in line with the national average at 96% or above. There will be no PP children who are persistent absentees.	<ul style="list-style-type: none"> <li>• Monitoring identifies positive attendance as well as pupils where attendance is an issue.</li> <li>• Certificates for high attendance are provided termly to support children's self-esteem.</li> <li>• Communication with parents/carers clearly raises issues and expectations.</li> <li>• Support is provided where there are clear reasons for low attendance.</li> <li>• Where issues continue, referrals to Legal Intervention Team are swift.</li> </ul>
Children will complete the homework tasks that are set on a consistent basis in order to rehearse and overlearn basic skills. Parents/carers understand the need to work with teachers so that they can support their children to complete the tasks set.	<ul style="list-style-type: none"> <li>• Children who do not have access to hardware will be provided with a laptop from school.</li> <li>• Teachers will identify where children are not completing homework swiftly and will support them to do so.</li> <li>• Where there is ongoing lack of support, senior leaders will provide further support and challenge to ensure children complete work.</li> </ul>

Parents/carers will read regularly with their children at home for those in EYs and KS1 with an understanding the need to do this to support early reading.

- Phonics reading programme will be structured so that parents support reading at home weekly.
- Monitoring shows that parents do read with their children.
- Where parents/carers are unable to read themselves, children are provided with additional support within the school day to complete the activity.
- Texts will be matched to the phonics programme carefully.
- When children have completed the phonics programme and are reading higher-level books, parents/carers understand what they are to do to support with guidance provided.

## 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: £ Nil

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide training for teachers regarding researched-based pedagogy so that they can further develop their expertise in teaching and learning.	<p>Quality-first teaching that supports all learners to make effective progress is the key aspect for all. The need for teachers to be at their most expert is essential for provision to be able to support children who find learning the most challenging.</p> <p>‘Education involves helping a novice develop strong, readily accessible background knowledge. It’s important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modelling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review.’</p> <p>(Principles of Instruction Research-Based Strategies That All Teachers Should Know)</p>	1, 2, 3

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

Budgeted cost: £307,061

(TAs = £179,579 / Kip McGrath Tuition = £17,000 / Additional Teachers £110,482)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Teaching Assistants who will be able to support teachers in the delivery of teaching within the classroom but who will also be able to implement a range of interventions.	<p>Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.</p> <p>Research which focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	1, 2, 3, 4, 6

<p>One-to-one tutoring in Mathematics through a programme of Kip McGrath Tuition.</p>	<p>Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>In many affluent areas within the local community, parents/carers are choosing to pay for tutors (including Kip McGrath) which disadvantages those who cannot pay. By school paying and also providing a safe and familiar venue, the barriers to accessing this have been removed.</p> <p>In 2023, of the 15 children who received Kip McGrath tutoring in the previous year, 14 of them passed the national standard in KS2 SATs within the subject they had been supported in.</p>	<p>1, 2, 3, 6</p>
<p>Introduce additional reading support through Reading Plus 4x per week.</p>	<p>There is a consistent body of evidence demonstrating the benefits of using structured programmes for targeted interventions.</p> <p>Reading Plus software focuses on two main aspects, comprehension and reading pace. Evidence from Reading Plus shows children make good progress using the software. However, as homework, children are not always supported to use this and in school time is precious.</p> <p>To support all children to access this regardless of context, a homework session will be designed bridging between the end of the school day.</p>	<p>1, 2, 5, 6, 7</p>
<p>Provide additional focused intervention in identified Year Groups by having 1.5 additional teaching positions who can support at a high level.</p> <p>One teacher will work between Year 6 and 0.5 within Years 2.</p>	<p>Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>There will be a balance between these teachers providing the additional support and them releasing class teachers who will provide the interventions.</p>	<p>1, 2, 3, 6</p>

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

Budgeted cost: £4,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For children with increasing emotional needs provide access to the services of a counsellor through Kalmer Counselling.</p>	<p>There are a number of children who require specialist support beyond the capability of the school staff to support their personal/ emotional development. Without this being tackled, these children will not be able to focus to their optimum and achieve their potential.</p>	<p>5</p>

**Total budgeted cost: £311,366**

**(£214,900 from Pupil Premium funding and £96,466 from school budget)**

# 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 2023 to 2024 academic year.

### **Teaching Assistant Support**

*Over the year, Teaching Assistants worked alongside teachers to have a continued and significant impact on the day-to-day progress of children both personally and academically. During their work with children, Teaching Assistants have:*

- delivered 1:1 interventions, based on basic skills, where children have gaps that impact upon future progress*
- worked in class to provide encouragement and support along with scaffolding to ensure that children with additional needs can access the curriculum through the appropriate adaptations*
- provided emotional support for children with a range of issues including anxiety, bereavement, and attachment, which has enabled them to attend regularly*
- provided intensive support to teachers and pupils to work with highly dysregulated children so that they feel safe and that they belong in school, which has stopped the behaviours and ensured that the children can access the class in the same way in which their peers do*

### **Tutoring**

*From the autumn term, the school continued with a comprehensive tutoring programme for 29 children in partnership with the local Kip McGrath team. It was identified that this additional input would focus on basic skills in a way that was in addition to our own precision intervention but would also not interfere with the important wider curriculum that all children should have access to. We were able to organise this on the school site through 'before school' or 'after school' sessions (60 minutes each) which relieved the pressure on families to travel to a centre. We found that the benefits were as follows:*

- Children were highly motivated and dedicated.*
- They felt that the programme helped them to improve which, in turn, supported confidence.*
- Clear progress was made by all children within their intervention programme.*

*Through assessments identifying the years increase from their assessments, the following data showed progress after a schedule of 29 sessions:*

<b>Reading</b>	<b>Comprehension</b>	<b>Mathematics</b>
1 year 8 months	3 years and 4 months	1 year and 7 months

*Although the assessments will inevitably take into account the progress made through teaching and other interventions, the outcomes remain positive.*

*The ability for children to practise and overlearn basic knowledge is key for mastering concepts and the tutoring has provided a context in which this can be achieved.*

*It is pleasing to see that the Year 6 children who received Kip McGrath Tutoring when in Year 5 had performed well in Year 6 SATs.*

*Of the children in the 2024 KS2 SATs cohort who were involved in Kip McGrath the following reached the national standard:*

- 8 out of 18 children in reading (44%)*
- 9 out of 10 children in maths (90%)*

*It is clear that reading performance was not as successful as maths but this does not also take into account the progress some children made:*

- 4 children were 1 mark from achieving a scaled score of 100.*
- 1 child with SEND made significant progress and registered a score on the scale where previously there was consideration that they would not be able to access the tests. The child was extremely proud of their scaled score which was greatly supportive of expectations in secondary school and self-esteem.*

### **Phonics – Year 1 and Year 2**

*Over the last few years, consistent and rigorous delivery of Phonics has meant that children in Year 1 and Year 2 have achieved in-line with, and often above, the national average, overall.*

*However, in 2024, due to the needs within the cohort, the outcomes were lower than usual. This included a gap between those who are identified as Pupil Premium and those who are not.*

	<b>Year 1</b>	<b>Year 2</b>
All Pupils	73%	88%
Pupil Premium	52%	60%

*There were various factors which impacted, with the attendance and punctuality of specific pupils being an important one. However, there was still high levels of progress with significant progress over the year.*

*The children who have not met the expected standard are to be supported further within the phonics programme and will continue to be in daily small groups to enable their learning to embed and progress.*

### **Basic Skills in Maths – Year 4 Multiplication Check**

*With regular practise in school through quality-first teaching and with supplementary interventions from Teaching Assistants and teachers, children achieved well in this assessment.*

*Of all Year 4 children, 78% achieved 20 or more out of 25 and 27% achieved full marks (National average 34%). The cumulative results can be seen below.*

	<b>20/25</b>	<b>22/25</b>	<b>23/25</b>	<b>24/25</b>	<b>25/25</b>
All	78%	75%	69%	64%	47%
Pupil Premium	63%	46%	42%	33%	21%

*The median average for all pupils was 24 and the mean average 22.1 (National Mean Average 20.6).*

*The median average score for PP children was 21.*

*There still remains a gap between Pupil Premium and non-Pupil Premium children.*



*This has shown that the interventions and support provided for PP children had a positive impact and has allowed them to be in a good position moving into Year 5.*

### **School-based Tutoring**

*The commitment of additional teaching staff across KS2 has been a positive development in provision. This has been particularly evident in the SATs results for 2024.*

*The data below shows that, although there is still a gap between Pupil Premium and non-Pupil Premium children within our school, the scaled score shows that the gap is minimal. Nevertheless, Reading outcomes for PP children this year was lower than the year before with 4 children missing the threshold by 1 mark.*

School	100+			EXS+	110+			GDS	EXS+
	Reading	SPaG	Mathematics	Writing*	Reading	SPaG	Mathematics	Writing*	RWM
Harlow Green	75	90	83	78	32	34	29	10	63
Pupil Premium	65	87	70	78	26	30	17	3	50
Boys	73	86	82	68	36	23	32	5	55
Girls	76	89	84	84	30	41	24	14	68
EAL	80	80	80	80	60	60	60	20	80
<b>Nat Average</b>	<b>74</b>	<b>72</b>	<b>73</b>	<b>72</b>	<b>28</b>	<b>32</b>	<b>24</b>	<b>13</b>	<b>61</b>
<b>LA Average</b>	<b>76</b>	<b>75</b>	<b>75</b>	<b>72</b>	<b>29</b>	<b>33</b>	<b>24</b>	<b>11</b>	<b>62</b>

\*Teacher Assessment

School	Scaled Scores		
	Reading	SPaG	Mathematics
Harlow Green	106	107	105
Pupil Premium	104	106	104
Boys	106	105	106
Girls	105	106	104
EAL	109	106	108
SEN Support*	98	99	102
<b>Nat Average</b>	<b>105</b>	<b>105</b>	<b>104</b>
<b>LA Average</b>	<b>106</b>	<b>106</b>	<b>105</b>

## **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*

<b>Programme</b>	<b>Provider</b>
N/A	

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## **Appendix 1**

Below is an extract from the Pupil Premium Grant Conditions of Grant

### **6. Terms on which PPG is allocated to schools**

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2021; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

### **7. Use of evidence**

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

### **8. Accountability**

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

[Pupil premium: allocations and conditions of grant 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium-allocation-conditions-2021-2022)

Extract from the Recovery Premium Conditions of Grant

## **5. Terms on which RPG is allocated to schools**

The grant may be spent in the following ways:

- for the purposes of the school, that is, for the educational benefit of pupils registered at that school
- or the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the academic year beginning 1 September 2021. Some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

## **6. Use of evidence**

Schools must demonstrate how their decisions on recovery premium spend are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's Pupil Premium guide activities should include those that

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

## **7. Accountability**

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. Schools are also required to include information on how they have used their recovery premium on the same template. All schools must [use the templates](#) available on GOV.UK to publish their 2021 to 2022 pupil premium and recovery premium strategy, by the end of December 2021.

[Recovery premium: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](#)