



## Pupil premium strategy statement – Harris 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	224
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2026
Date this statement was published	April 2024
Date on which it will be reviewed	April 2026
Statement authorised by	Ian Groom
Pupil premium lead	Joanne Hunt
Governor / Trustee lead	Lucy Martindale

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,800
Recovery premium funding allocation this academic year	£2,151
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£44,951</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Gap between disadvantaged and non-disadvantaged has remained the same, and in some cases widened due to Covid, in reading, writing and maths
2	Disadvantaged children are unable to access clubs due to cost.
3	More disadvantaged children on the SEND record
4	Attendance data for disadvantaged pupils is generally lower than non-disadvantaged groups.

## 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
Targeted children have improved outcomes in reading, writing or maths	Gap narrows in reading, writing and maths between disadvantaged and non-disadvantaged in school and moves towards national average By 2023/24 – KS2 standards are in line with National Average
Pupil Premium children are able to develop as a whole child and develop their characteristics (resilience, awe, wonder etc) in line with non-Pupil Premium children.	Data shows that more children are accessing clubs
Children identified as dyslexic; those with similar traits and those below expectations in spelling and reading make progress which allows them to close the gap in their learning.	Evidence shows that identified children begin to make better progress and the gaps in their learning close.
Improve outcomes for PP children by supporting families with barriers to learning	More families are supported at early help Overall absence rate improves and number of PA children decreases

## 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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1



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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To enhance pupils' cultural capital by providing a breadth of experiences and opportunities. Disadvantaged pupils access specialist tuition and coaching. To provide access to enrichment opportunities for disadvantaged pupils, 50% discount for all trips and visits:</p> <ul style="list-style-type: none"> <li>- Free access to all specialist coaching and extra-curricular clubs, where a cost is normally attached</li> <li>- Targeting of individual children through invitation to events and activities.</li> <li>- 50% discount on specialist 1:1 music tuition</li> <li>- 50% discount on attending Harris Hub (before and after school club)</li> </ul> <p>Allow pupils to partake in visits, both virtually and in school, enhancing skills and knowledge from lessons.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>'At the EEF, we think enriching education has intrinsic benefits... We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'</p> <p>At Harris we actively teach and support a wealth of positive attitudes through our values and curriculum vision. These include: self-control, confidence, social skills, motivation, and resilience. We strongly believe that an enriched provision and extended opportunities will have a positive impact on these attitudes and children's later outcomes.</p>	4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p><a href="#">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Identified children supported with behavioural, social and emotional needs, both in class and during break / lunch time. Increased Learning Mentor time. Specific Year groups identified as requiring targeted support for social and emotional need. Additional Learning Mentor support sessions. Extra</p>	<p>EEF Guidance around wider strategies focusing on Social and emotional well-being as well as mental health: 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from an other person's perspective, and communicate in appropriate ways.'</p>	2  3

<p>Teaching Assistant in identified year groups.</p> <p>Learning Mentor working alongside children in class as well as delivering carefully planned small group or 1:1 sessions to address individual needs.</p>		
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**Total budgeted cost: £44,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Support for Pupil and Family well-being that was crucial post pandemic lockdowns. This ensured the children remained confident and with good self-esteem. This in turn benefitted their work, as they were brave in their approach to trying new things and move out of their comfort zone.

Interventions: Positive impact on academic and personal standards. Continue next academic year. No Catch-up funding to supplement additional hours so crucial to maintain well-thought up interventions for long-term catch up.

Specialist teacher training: Award of qualification is to be gained in July 22. This can continue to be developed further – this also provides scope for income generation as Specialist teacher can be used to assess children in other schools.

Increased participation for PP families. No child has been unable to access the opportunities available. Parental support of this initiative has been positive. The impact on SEMH of PP children has been seen around school.





