

# Pupil premium strategy statement – Little Harrowden Community 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	187
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	14/12/23
Date on which it will be reviewed	14/12/24
Statement authorised by	Beth Renshaw
Pupil premium lead	Beth Renshaw
Governor / Trustee lead	Avnish Thakrar

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40740.00
Recovery premium funding allocation this academic year	£4025.00
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>	£7211.00
<b>Total budget for this academic year</b>  <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>	£51, 976

# Part A: Pupil premium strategy plan

## Statement of intent

At Little Harrowden Community Primary School we aim that all children, irrelevant of background or the challenges they face will reach their full potential, make good progress and attain high outcomes. Our strategy outlines how we will support our Pupil Premium children to meet these high aspirations and gain a passion for learning, whilst developing as happy and emotionally secure young people.

Each child is seen as an individual and treated with compassion and equality, without pre-conceived ideas or judgement.

High quality teaching is the foundation for progress and success. Our mission is for pupils to experience quality resources which support and impact on their learning. Individualised support is offered to our disadvantaged children, identifying individual needs and barriers to learning to enable us to provide an effective support package, allowing each child to learn at their best. This is proven to close the disadvantaged attainment gap at our school.

Our approach will be responsive to common challenges and individual needs. Needs will be identified with comprehensive analysis of data, following assessment of both academic and emotional need. Impact of intervention will be monitored and adjusted to match individuals.

Principles and Aims:

- Ensure that all staff have high aspirations of all disadvantaged pupils including those with additional needs and those who are high attaining
- Early identification and intervention processes ensure gaps in academic and social development are addressed quickly and effectively
- Ensure teaching and learning opportunities meet the needs of all pupils

## Challenges

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

Challenge number	Detail of challenge
1	A significant percentage of our Pupil Premium children have recorded safeguarding issues and social, emotional and mental issues that are impacting on their academic progress.

2	Disadvantaged children are not always in-line with their peers in relation to outcomes, in some areas of their learning.
3	Attendance is an issue for a significant number of our Pupil Premium children.
4	Parental capacity to support is limited for a number of our Pupil Premium children. This includes issues such as uniform, consolidating learning at home and access to wider learning experiences.
5	A number of our Pupil Premium children do not have access to extra-curricular activities which could potentially broaden their life experiences.

## 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 improve the wellbeing and self-esteem of children who are eligible for Pupil Premium funding.	Children will have access to internal wellbeing support. Our wellbeing tracker will demonstrate that children's wellbeing is such that they are able to access the curriculum effectively.
Quality teaching and the use of PIXL therapies will ensure children are making good progress and are achieving at the same level as their peers.	Data shows that children will be making good progress and achieving age-related standards.
To improve the attendance of all children so that they are at an attendance level of 95% or above.	Attendance increases for all children and as a result wellbeing and attainment improves.
To ensure all Pupil Premium children achieve age-related expectations in reading.	Children will be reading regularly. Children will speak positively about reading. Children will achieve the age-related standard at the end of the academic year.
To ensure all Pupil Premium children achieve age-related expectations in writing.	Children will speak positively about writing. Children's handwriting will be in line with their year group. Children will achieve the age-related standard in Writing.

## 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: £ 2498.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 teachers to receive CPD for phonics from lead professionals and InMAT</p> <p>Phonics interventions to be identified for pupils not on track</p> <p>Phonics assessments to be completed on a 6 weekly cycle and interventions to be actioned from this.</p>	<p>Research shows the importance of pupils gaining phonic skills at an early age and the impact of future attainment on early identification.</p>	<p>2 and 4</p>
<p>A significant number of staff meetings have and will continue to focus on vulnerable and disadvantaged children. This includes PP children. The training is being led by our new and highly experienced SENDCo and outside providers such as MHST. Adaptive teaching is a large focus of this training.</p>	<p>Supporting continuous and sustained professional development is important to develop the practice of the teachers in the school. This CPD means that the PP children will be receiving quality-first and adaptive teaching across the school.</p> <p>Evidence indicates that that high-quality teaching is the most important level schools have to improve attainment, including for disadvantaged pupils.</p>	<p>2 and 4</p>
<p>PIXL tests are completed following data calendar in all KS1 and KS2 classes.</p>	<p>Use of research-based assessment with Question Level Analysis and specific therapies to address highlighted areas of need.</p> <p>Use of quality-first teaching to deliver the therapies raises the quality of intervention.</p>	<p>2 and 4.</p>

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

Budgeted cost: £0.00 (spent using other budget allocations)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school have purchased Edu-key in order to improve the quality and organisation of Edu-key. They will also be able to be assessed effectively.</p>	<p>Pupils may require targeted academic support. Interventions should be carefully linked to classroom teaching and matched to specific needs, while not inhibiting pupil's access to the curriculum.</p>	<p>2 and 4</p>
<p>Last year, the school purchased the materials to deliver RWI phonics. All staff went on the related training.</p> <p>This year the RWI focus has been on planning and delivering RWI fast-track tutoring for specific children including PP children.</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy interventions should be matched to specific needs.</p> <p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will ensure TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p>	<p>2 and 4</p>
<p>From January we are adapting the way teaching assistants are utilised. Each teaching assistant will have a focus for the interventions they deliver which will ensure interventions are effective and high-quality. Pupil Progress (as well as all other children) are discussed during core group meetings following PIXL assessments and specific interventions are allocated to children based on gaps in the Question Level Analysis Grids.</p>	<p>Pupils may require targeted academic support. Interventions should be carefully linked to classroom teaching and matched to specific needs, while not inhibiting pupil's access to the curriculum.</p>	<p>2 and 4</p>

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

Budgeted cost: £49478.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Improve attendance through daily tracking and communication with parents. Meetings to be promptly held with parents when attendance is becoming an issue.</p> <p>FSW to lead on this.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p>	<p>3</p>
<p>A significant number of the PP children at the school also feature on the Safeguarding Register and feature on our wellbeing tracker.</p> <p>The Family Support work offers specific wellbeing interventions, attends meetings and makes referrals to best support these children. This includes therapies such as 'Drawing and Talking' and 'Sand Play'.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>	<p>1, 2 and 4</p>
<p>The Family Support Worker and headteacher have participated in the Solihull Approach training. In January they will be participating in the facilitators course so that we can deliver the Solihull parenting course to identified parents.</p>	<p>Communicating with and supporting parents. Levels of parental engagement are consistently associated with improved academic outcomes. Targeted parental engagement interventions support with attendance. Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>	<p>1, 2, 4 and 5.</p>
<p>Parents will have access to some of the Pupil Premium funding to pay for after-school clubs.</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning.</p>	<p>1, 2, 3, 4 and 5.</p>
<p>Parents will have access to some of the Pupil Premium funding to pay for uniform, trips and residential.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes in later life.</p>	<p>1, 2, 3 4 and 5.</p>

	Extra-curricular activities are an important part of education in its own right. These approaches may increase engagement in learning.	
Where needed, PP children will access to free breakfast club provision.	There is some evidence that providing free, before-school breakfast clubs can benefit pupils by preparing children for learning or supporting behaviour and school attendance.	1, 2, 3, 4 and 5.

**Total budgeted cost: £ 51976.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Below is the end of year data for the 22/23 academic year for PP children reaching the age-related standard.

	Reading	Writing	Maths
Reception	0%	0%	0%
Year 1	40%	20%	60%
Year 2	75%	25%	75%
Year 3	40%	20%	60%
Year 4	40%	0%	40%
Year 5	67%	50%	50%
Year 6	60%	80%	80%

80%% of Pupil Premium children in Year 1 passed the Phonics Screening Check.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider