



Harrold
Primary Academy

PUPIL PREMIUM STRATEGY

December 2023-December 2024

Debonair Brown

Pupil premium strategy statement

School overview

Metric	Data
School name	Harrold Primary Academy
Pupils in school	108
Proportion of disadvantaged pupils	6% (7)
Pupil premium allocation this academic year	£8,730 + £2,530 (Service PP)
Total Funding	£11,260
Academic year or years covered by statement	2023-2024
Publish date	December 2023
Review date	December 2024
Statement authorised by	Debonair Brown
Pupil premium lead	Debonair Brown
Governor lead	Samantha Ward

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 are set.
- act early to intervene at the point a 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. Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
2. Attendance	<p>Our school's disadvantaged pupils (7) have an overall absence of 9.2%. This is 3.7% higher than the national non-disadvantaged cohort at 5.5%.</p> <p>Our school's gap for overall absence compared to non-disadvantaged pupils nationally has increased by 0.1% from +3.6% in 2021/22 to +3.7% in 2022/23.</p> <p>Our disadvantaged pupils' overall absence has increased by 0.5%, from 8.7% in 2021/22 to 9.2% in 2022/23.</p> <p>The disadvantaged pupils in our school are in percentile 66 for overall absence when compared to other schools.</p> <p>Our school's disadvantaged pupils have an authorised absence rate of 8.7%. This is 4.3% higher than the national non-disadvantaged cohort, at 4.4%.</p>

	<p>Our school's gap for authorised absence compared to non-disadvantaged pupils nationally has increased by 1.0%, from +3.3% in 2021/22 to +4.3% in 2022/23.</p> <p>Our disadvantaged cohort's authorised absence has increased by 1.1%, from 7.6% in 2021/22 to 8.7% in 2022/23.</p> <p>Disadvantaged pupil(s) in our school are in percentile 88 for authorised absence when compared to other schools.</p>
2b. Persistent Absence	<p>42.9% of our school's disadvantaged pupils are persistently absent, 3 pupils out of 7. This is 25.8% higher than the national non-disadvantaged cohort at 17.1%.</p> <p>Our disadvantaged pupils' persistent absence has remained the same, from 42.9% in 2021/22 to 42.9% in 2022/23.</p> <p>Disadvantaged pupils in our school are in percentile 85 for persistent absence when compared to other schools.</p>
3. Pastoral	There are a number of children whose emotional well-being, social and behavioural needs affect their ability to make progress and hinders their readiness to learn.
4. SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs

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 continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	<p>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline assessments.</p> <p>End of year outcomes in 2024/25 show that in reading, maths and writing:</p> <ul style="list-style-type: none"> - In Year 2, 33% reach end of year expectations. - In Year 3, 4, and 5, 100% reach end of year expectations. - In Reception Year, 100% achieve GLD. <p>Phonics screening outcome in 2024/25 shows that more than 66% of disadvantaged pupils meet the expected standard.</p>
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	50% of disadvantaged pupils achieve success in their Phonics screening.
<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and are able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>Sustained high levels of wellbeing by 2024/25 are demonstrated by:</p>

	<ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant number of children benefiting from the Thrive Approach. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	<p>Closing of increasing gap between whole school attendance and pupils in receipt of pupil premium funding.</p> <p>Reduced proportion of pupils in receipt of pupil premium classed as persistent absentees (September 23: 3 out of 7 children)</p>

Activity in this academic year 2024

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: **£7,197**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading will continue to be a key priority for 2023-2024 to embed the work from the School Improvement Plan 2022-2023.</p> <ul style="list-style-type: none"> - Trust wide Guided Reading tool to be implemented across school. - Whole Class Guided Reading approach to be adopted across the school to enable effective delivery of high-quality whole class shared reading sessions and feedback to improve learning. - Focus on children in receipt of pupil premium funding not making progress in reading. - Key children being heard read daily. - Provide oral language interventions for key children. - Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=education-evidence/guidance-reports/feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3, 4

understanding and extend vocabulary.		
Implement a DfE validated Systematic Synthetic Phonics programme (Little Wandle – Trust wide implementation).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1, 2, 4
<p>Writing</p> <ul style="list-style-type: none"> - Retrain and refine practice for staff in the delivery of Talk for Writing across the school such that children are able to understand and effectively use the structure and elements of written language. - Consistent approach to the teaching of English across school following the teaching sequence model. - Training on Spelling Shed to be taught explicitly. These are to be relevant to a topic or based on the genre being taught. - Implement Powerful Words in Key Stage 2. - To embed spelling programme to support effective delivery of high-quality teaching of spelling throughout 2023-2024. - Grammar to be taught through discrete planned lessons and embedded within Talk for Writing. - Retrieval opportunities planned for the beginning of all grammar lessons. 	<p>Evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>https://www.spellingshed.com/en-gb/</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<p>Purchase of standardised diagnostic assessments (NFER).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 3, 4
Refine maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p>	1, 3, 4

	https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-mathematics?approach=teaching-problem-solving-skills-for-maths&utm_source=/early-years-evidence-store/early-mathematics&utm_medium=search&utm_campaign=site_search&search_term=maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_search&search_term=maths Improving Mathematics in Key Stages 2 and 3	
<p>Continue to review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils.</p> <ul style="list-style-type: none"> - Encourage children working together on activities or learning tasks in a small group to ensure that everyone participates. 	<p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	2, 4

Targeted academic support for current academic year 2024 (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p>	1, 2, 3, 4

Establish small group interventions for disadvantaged pupils falling behind age-related expectations. (Year 4 and 5) Bespoke support for key children (Reception and Year 2)	Small group tuition Teaching and Learning Toolkit EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Effective deployment of staff, Teaching Assistants to support key children and year groups.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 4
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Head Teacher and PP Lead Termly pupil progress meetings Regular monitoring of targeted interventions	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1,3, 4

Wider strategies for current academic year 2024 (for example related to attendance, behaviour, wellbeing)

Budgeted cost: £2,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support from SENCo for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn. Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. Attendance monitoring and meetings when needed. Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. Attendance to be a focus item for key	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies	2a, 2b, 3

pupils at parent evenings and pupil progress meetings		
Enforcing fines for unauthorised absence		
<p>Use of outdoor learning to support key groups of pupils.</p> <p>Promote a Forest Schools approach by adopting an outdoor learning model so more pupils can access, and staff feel confident to deliver.</p> <p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/for-est-schools-impact-on-youngchildren-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> - Confidence: children had the freedom, time, and space to learn and demonstrate independence - Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. - Communication: language development was prompted by the children's sensory experiences. - Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time. - Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills. - Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment. 	3
Where appropriate use the Thrive Approach with specific groups of children to support their mental health and wellbeing.	<ul style="list-style-type: none"> - Thrive helps adults prepare children and young people for life's emotional ups and downs. - Thrive is rigorous, targeted and measured. - Thrive supports staff with how to be and what to do to help all children to engage with life and learning. <p>Impact and Evidence The Thrive Approach</p>	3
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Links made with the Trust Attendance policy and procedures.</p> <p>This will involve training and release time for attendance officer to develop and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2a, 2b

implement procedures to improve attendance.		
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Review of outcomes in the previous academic year 2022/23

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

7 of our school's 116 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 6.0% of our pupils. This is 20.7% lower than the national average of 26.7%.

Priority 1, 2, 3 and 4

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

At the end of Key Stage 2, the data demonstrated that of the 21% (5) PP children, 20% were at pre key stage.

Taking the remaining children (4), 25% achieved GDS in Reading, Maths and SPAG. 50% reached EXS+ in Reading and Maths with 75% reaching EXS in SPAG.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils nationally (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that a gap remains between progress and attainment between our disadvantaged pupils and our non-disadvantaged pupils.

Priority 5 – Behaviours for learning

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance; including attendance, behaviour and wellbeing.

The data demonstrated that the school's attendance of its 7 pupils had an overall absence of 9.2%. This is 3.7% higher than the national non-disadvantaged pupils at 5.5%.

Our school's gap compared to non-disadvantaged pupils nationally has increased by 0.1% from +3.6% in 2021/22, to +3.7% in 2022/23.

The school's disadvantaged pupils' overall absence has increased by 0.5% from 8.7% in 2021/22, to 9.2% in 2022/23.

42.9% of our school's disadvantaged pupils are persistently absent, 3 pupils out of 7.

This is 25.8% higher than the national non-disadvantaged pupils at 17.1%.

Our Disadvantaged pupils' persistent absence has remained the same, from 42.9% in 2021/22 to 42.9% in 2022/23.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations and we are presently on course to achieve the outcomes we set out to achieve by 2024/25.

PASS indicated that our disadvantage children in Key Stage 1 had positive feelings about school (100%). They felt prepared for learning, saw themselves positively, had high self-worth and were positive in their response to learning (100%).

At Key Stage 2, the disadvantaged children also had positive feelings (89%) about school and were prepared for learning (90%). Children felt confident in their learning and had positive attitudes to learning (85%).

Our evaluation of the approaches delivered last academic year indicates that more focused work needs to take place to reduce absence for our disadvantage pupils.

We have reviewed our strategy plan and made changes to how we intend to use a proportion of our budget this academic year.