# 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

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| Detail | Data |
| School name | Harrowbarrow |
| Number of pupils in school | 104 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 |
| Date this statement was published | January 2024 |
| Date on which it will be reviewed | January 2025 |
| Statement authorised by | Andrew Hunt, Headteacher |
| Pupil premium lead | Andrew Hunt,  Headteacher |
| Governor / Trustee lead | Ross Dyter |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28,420 |
| Recovery premium funding allocation this academic year | £2175 (catch-up only) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £30,595 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 acheivers.  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 post-pandemic education recovery, notably in its targeted support through catch-up interventions 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’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.

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| Challenge number | Detail of challenge |
| 1 | Despite the majority of disadvantaged pupils attending school-based provision during school closures, our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and in early reading and writing skills. |
| 2 | Our emotional health and wellbeing assessments, observations of pupils and discussions with parents and carers has indicated social and emotional issues for many pupils. This is likely as a result of social isolation, financial pressures on the family and lack of enrichment opportunities. Some pupils have suffered from the impact on their development, at a key stage in their life, of social isolation. These issues can have a profound effect on pupil progress, especially for disadvantaged pupils.  Referrals for both in-school and external support have increased during and following the pandemic. Many more referrals for support are now being submitted to the Early Help Hub, from both parents/carers, external professionals and school staff. |
| 3 | Maths assessment and tracking information indicates that 36% of disadvantaged pupils are currently working within the lowest 20% of all pupils across the school.  Number fluency and Key Instant Recall Facts (KIRFs) are identified as barriers to accelerated progress in maths for these pupils. |
| 4 | Read Write Inc (RWI) assessment and tracking information suggests 40% of infant disadvantaged pupils are not securing the early reading skills to enable them to blend, word build and read fluently in comparison to some non-disadvantaged pupil.  Securing age appropriate RWI steps will provide the early reading skills necessary for these pupils to fully access the wider curriculum. |
| 5 | Accelerated Reader Star Assessment tracking data shows that 29% of KS2 disadvantaged pupils are not secure at age appropriate stages of reading.  Securing age appropriate reading skills steps will access to literacy learning and the wider curriculum. |

## 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.

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| Intended outcome | Success criteria |
| To achieve and sustain accelerated progress for all pupils in our school, particularly for disadvantaged pupils. | Daily teaching in maths and English targets the lowest 20% in all year groups, especially those who are disadvantaged. These pupils will receive additional adult intervention in lessons or have their learning scaffolded in ways that ensure better access. End of term/unit assessments indicate improvements in reading and maths and the closing of gaps brought about by the pandemic. This is further supported by book scrutiny and improved levels of engagement in lessons. |
| To reduce anxiety and improve emotional health & wellbeing for all pupils, but especially for the disadvantaged. | Following intervention from the school mental health lead and external professionals, pupils are calmer and more resilient. They enjoy learning because they have access to a diverse, stimulating and progressive curriculum that enables them to explore their interests. |
| Improved maths attainment for disadvantaged pupils. | End of year maths outcomes show that 60% of disadvantaged pupils currently judged to be working below the expected standard, have secured age related expectations by the end of the year. |
| Improved reading outcomes for disadvantaged pupils in KS1. | KS1 reading outcomes show that more than 75% of disadvantaged pupils met the expected standard. |
| Improved outcomes for those pupils starting school in September 2019, just prior to the start of the pandemic. | Overall, Y4 pupils who have had more disruption as a proportion of their schooling than any other year group. 66% of Y4 pupils secure age related expectations, closing the gap with their peers.  Interventions, as part of the recovery curriculum, target those Y4 disadvantaged pupils to ensure their outcomes are in line with non-disadvantaged pupils. |

## 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: **£14,245**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve pupils’ mastery of key concepts in maths and English through individual year group teaching in Y3/4 for one morning per week.  Small group support will enable more targeted adult intervention in lessons to ensure all pupils keep up and master key concepts. | Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1, 3 and 5 |
| Targeted feedback for priority pupils in maths and English lessons.  Feedback from adults should acknowledge when things are correct and address misconceptions. | Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | All |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.  Invest in staff CPD to provide QFT for phonics following recent staffing changes. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 4, 5 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will continue to work closely with the CODE Maths Hub, accessing further CPD (through the CODE Teaching for Mastery Working Group). Key Instant Recall Facts to be secured at age appropriate stages across the school.  Introduce a Mastering Number at Home programme to accelerate learning and secure better number sense. | 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:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1, 3, 5 |
| Improve the quality of social, emotional and mental health support (SEMH).  Continued access to SEMH support following recruitment of new emotional health & wellbeing support worker. | 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):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 2 |

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

Budgeted cost: **£9850**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Providing more specialist programmes which use elements of social & emotional learning and are targeted at students with particular social or emotional needs (Forward Thinkers, Decider Skills, Zones of Regulation).  Use of SEMH lead and NHS SMHP service. | Social and emotional learning approaches have a positive impact on progress and academic outcomes:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 2 |
| Additional phonics sessions (inc. Fresh Start) targeted at disadvantaged pupils who require further early reading support. This will be delivered following additional support from RWI lead and input from Kernow English hub & RWI coach. | 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 | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 4 |

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

Budgeted cost: **£6,500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ongoing CPD for newly appointed emotional health & wellbeing support worker to ensure continuity of support for vulnerable young people and their families.  Audit of current provision and identification of wider school and community needs. | Evidence suggests the pandemic has had the most profound effect upon the more vulnerable members of society, including those who are financially disadvantaged. Poor mental health is a barrier to progress and improvement. | 5 |
| Continued development and improvement of the curriculum offer to ensure a highly progressive and enriching curriculum gives all pupils the cultural capital they need for the next stage of learning. | A high level of pupil engagement is known to be a key factor in determining successful teaching and learning. It can also be a measure of SEMH. | 1, 2 |

**Total budgeted cost: £30,595**

# 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 2022 to 2023 academic year.

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| Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was comparable to previous years in key areas of the curriculum. With small cohorts there can be significant variations in the percentage of disadvantaged pupils achieving the Age Related Expectations (ARE) year on year. In 2023, there were 5 disadvantaged pupils in the Year 6 cohort. 60% of them achieved the ARE in Reading, 60% achieved it for Maths and 60% achieved the ARE for writing. There was 1 disadvantaged pupil at the end of Year 2, and they secured the ARE in reading, maths and writing.  A period of stability following the full re-opening of schools in spring 2022, has enabled the school to provide a full suite of interventions that were not possible during school closures. School-led tutoring has successfully enabled most target pupils to close the learning gap by mastering key concepts and securing the ARE. Catch-up intervention work for early reading led to 100% of Y1 pupils securing the PSC threshold in June 2023, including all three disadvantaged pupils.  Our assessments and observations indicated that wellbeing and mental health have been negatively impacted by COVID-19-related issues and the ongoing impact of the cost of living crisis on families. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. For example, the school continues to fund or subsidised access to after school club provision, school trips (including a Year 3, 4, 5 and 6 residential trips) and outdoor activity programmes for all pupils. We have continued to subsidise these experiences to provide opportunities for all. The aim is to provide activities that promote positive SEMH. |

## Externally provided programmes

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| Programme | Provider |
| n/a – none at present |  |
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