

Pupil Premium Strategy Statement Harborne Primary School 2022-23

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harborne Primary
Number of pupils in school	780
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 yr, 2022-23
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Head Teacher Date: Curriculum Committee Date:
Pupil premium lead	Duncan Wilson
Governor / Trustee lead	Kully Samra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,000
Recovery premium funding allocation this academic year	£5,147
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total:	£93,147

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- Our ultimate objectives are to target the groups of pupil premium children who did not meet age related expectations by the end of summer 2, 2022*
- These groups are identified through our school tracking system, Insight, and are listed in the Challenges section below with their previous negative progress score*
- Our key principles are to provide high quality teaching in the classrooms, hold regular pupil progress meetings to track the progress of all pupils and to put in extra support through our teaching assistants, intervention programmes and catch up work*
- These principles should enable our pupil premium pupils to make better progress and will also benefit other children in the year group requiring some additional support*
- We also have wider strategies in place to encourage the disadvantaged children to take part in a wider, enriched curriculum to help with their SEMH and wider educational needs.*

Challenges

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

Challenge number	Detail of challenge
1	Attainment of pupil premium children in Reading
2	Attainment of pupil premium children in Writing
3	Attainment of pupil premium children in Maths

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
All identified pupil premium groups make at least expected progress	Progress measures on Insight from Entry 2022 to Summer 2 2023

(0.0) or more than expected progress (+)	
Percentage of pupil premium children achieving age related expectations increases.	Improved attainment figures for pupil premium children from Summer 2022 to Summer 2023.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of quality first teaching	EEF (Education Endowment Fund) Within Class Attainment Groupings – low cost, low evidence, low impact (+2 months).	1, 2, 3
Regular Pupil Progress meetings in Year groups to discuss PP children's progress	EEF Within Class Attainment Groupings – low cost, low evidence, low impact (+2 months). Closing the attainment gap by targeting identified groups of pupils.	1, 2, 3
Support for ECF teachers in providing high quality teaching for pupil premium children in their classroom (from mentors)	Early Career Framework ensuring quality first teaching.	1, 2, 3
Temporarily increase teacher hours for Y4 support intervention work and Wave 3 interventions	EEF Teaching Assistant interventions – moderate cost, moderate evidence, moderate impact (+4 months). "Additional Staff" in DfE Evaluation of Pupil Premium Research Report July 2013.	1, 2, 3
Characteristics of Effective Learning	EEF Metacognition and self-regulation – very high impact, very low cost	1, 2, 3

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

Budgeted cost: £57,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring recruitment/retention of staff members to deliver high quality catch up intervention groups across KS2 £31,350	EEF Individualised instruction Moderate impact for very low cost EEF One to one tuition High impact for moderate cost “Additional Staff” in DfE Evaluation of Pupil Premium Research Report July 2013.	1, 2, 3
SEN Teaching assistants provide targeted support for SEN/PP pupils on a regular basis £16,000+£8,000	EEF Teaching Assistant interventions – moderate cost, moderate evidence, moderate impact (+4 months). “Additional Support Inside the Class” in DfE Evaluation of Pupil Premium Research Report July 2013.	1, 2, 3
Dog mentoring programme £2,000	Social and emotional learning Moderate impact for very low cost based on very limited evidence	1, 2, 3
In class feedback	EEF Feedback Very high impact for very low cost based on extensive evidence	1, 2, 3

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

Budgeted cost: £30,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased engagement with families of pupil premium children <ul style="list-style-type: none"> • Paper copy of school newsletter given to pupil premium children • Classteachers identify parents of pupil premium children and make a specific effort to develop a relationship with them • Parents of pupil premium children invited along on trips to help supervise the class • Parent events and drop in sessions clearly 	EEF Parental Engagement: Moderate impact for very low cost	1, 2, 3

<p>communicated to pupil premium families.</p> <ul style="list-style-type: none"> • Home visits for pupils newly arrived at school. 		
<p>Class teachers introduce 'buddy' system – buddy checks that their partner has everything they need before leaving the classroom: water bottle; coat; letters; newsletter. Appropriate 'buddies' chosen for Pupil Premium children.</p> <ul style="list-style-type: none"> • Reading buddies 	<p>EEF Peer tutoring High impact for very low cost</p>	1, 2, 3
<p>Discounted places offered at before and after school clubs for pupil premium children.</p>	<p>EEF Physical Activity Low impact for very low cost</p>	1, 2, 3
<p>Peripatetic Music lessons offered for pupil premium children.</p>	<p>EEF Arts participation Moderate impact for very low cost</p>	1, 2, 3
<p>Pupil premium children take part in HPS Sports Teams</p> <p>Pupil premium children take part in educational trips and visits with their peers</p> <p>Pupil premium children take part in educational trips and visits with other pupil premium children</p>	<p>EEF Aspiration interventions Unclear impact for very low cost based on insufficient evidence</p>	1, 2, 3

Total budgeted cost: £93,147

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 2020 to 2021 academic year.

Based on the progress data from Insight from Entry 2021 to Summer 2022, all targets have been met and exceeded, as all groups made *more than* expected progress. Last year's Pupil Premium Strategy Statement was highly successful.

These results are due to the planned strategies in PP strategy statement:

- **excellent teaching, including recovery teaching, pupil progress meetings, support for ECF teachers and extra TA support**
- **targeted academic support, including intervention work with small groups, SEN TAs working with targeted pupils and school led tutoring**
- **Wider strategies, including increased pastoral support and subsidised educational visits for PP children.**

Intended outcome	Success criteria
All identified KS2 groups make at least expected progress (0.0) or more than expected progress (+)	Progress measures on Insight from Entry 2021 to Summer 2 2022
Details of Challenges for 2021-22	
1	<p><u>Progress in Maths for Year 3 disadvantaged pupils (-0.1):</u> +0.1</p> <p>Of the 9 pupils, 100% made expected or above expected progress. This was a better result than all pupils in Y3 put together (0.0).</p>
2	<p><u>Progress in Reading for Year 5 disadvantaged pupils (-0.3):</u> +0.3</p> <p>Of the 11 pupils, 82% made expected or above expected progress.</p>
3	<p><u>Progress in Maths for Year 5 disadvantaged pupils (-0.1):</u> +0.4</p> <p>Of the 11 pupils, 72% made expected or above expected progress.</p>
4	<p><u>Progress in Science for Year 5 disadvantaged pupils (-0.3):</u> +0.4</p> <p>Of the 11 pupils, 63% made expected or above expected progress. This was better than all Y5 pupils put together (+0.3)</p>

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

Programme	Provider
NA	

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	On teaching and some targeted academic support.
What was the impact of that spending on service pupil premium eligible pupils?	<u>Attainment:</u> All 6 service pupils were working at the expected level in Reading, Writing and Maths by the end of the Summer Term 2022. <u>Progress:</u> Reading 0.0 (expected progress) Writing +0.5 (above expected progress) Maths +0.5 (above expected progress)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.