

# Pupil premium strategy statement – Harborne 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	807
Proportion (%) of pupil premium eligible pupils	9.7% (78 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	Friday 22 <sup>nd</sup> December, 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Duncan Wilson
Governor / Trustee lead	Kully Samra

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,030
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,440
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£106,470</b>

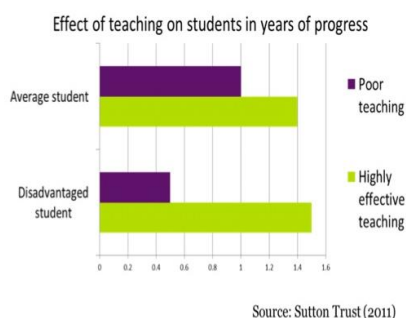
# Part A: Pupil premium strategy plan

## Statement of intent

- Harborne Primary School wants to ensure that the gap between pupils who are eligible for pupil premium funding when compared to those who are non-pupil premium nationally, is narrowing.
- Our expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- We recognise that not all pupils who qualify for free school meals (FSM) are socially disadvantaged and not all socially disadvantaged pupils qualify, or are registered for, FSM. Therefore, we focus on the needs and levels of progress of all pupils.
- Harborne Primary is a school split over two sites, roughly one kilometre apart. The Annex on Court Oak Road has six classes from Reception to Year 5 and twenty-two pupil premium children. Main Site on Station Road, has 21 classes and fifty-six pupil premium children. School staffing reflects that there are more pupil premium children by proportion at the annex.
- While pupil premium numbers are generally low in each year group, Year 4 has more than 25% of all pupil premium children in the school. The support and provision made available for Year 4 will reflect this.
- Behaviour is not necessarily a challenge for our pupil premium children with roughly 20% identified as having behaviour needs. However, almost 50% of our pupil premium children have specific pastoral needs that require intervention from our pastoral team.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support for pupil premium pupils is integrated into our class teachers everyday teaching and learning.
- Harborne Primary will be introducing the CUSP curriculum (Geography, Art, History and Design and Technology) during the Spring term 2024. This builds on work the school has already done on implementing Rosenshine's principles of education and retrieval practice. The CUSP curriculum will support pupil premium children by ensuring Quality First Teaching and embedded retrieval practise.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support, we will not socially isolate pupils. This means that it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.
- Whilst this strategy plan sets out key areas for development, Harborne Primary continues to play catch up with many of our children due to the pandemic. The findings of the February 2021 study by the Education Endowment Foundation (EEF) assessing the extent to which KS1 pupils' attainment in Reading and Maths was impacted by partial school closures during the first national Covid19 lockdown

(and particularly the effect on disadvantaged pupils) suggest that primary age pupils have significantly lower achievement in both of these key subject areas as a result of missed learning. In addition, there is a large and concerning gap between disadvantaged pupils and non-disadvantaged pupils.

- The strategy is divided into three approaches: quality teaching for all; targeted interventions and behavioural and pastoral support. The justification for spending money on ‘quality teaching for all’ approach is the disproportionate effect that poor teaching has on disadvantaged children.



## Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupil premium pupils, particularly in years 1, 3, 5 and 6 where average attendance during the Autumn term has been around 5% below the school average.
2	Attainment of pupils who are pupil premium and are also on the SEND register (19 pupils).
3	Pupils in Reception are entering school with a variety of barriers to learning. Speech and language difficulties and a lack of exposure to a wide range of vocabulary are apparent on entry into Reception.
4	Some pupil premium children find it difficult to retain knowledge and remember what they have learnt, meaning that when assessed their results are lower than non-pupil premium pupils.
5	The high level of pastoral needs amongst our pupil premium children

## 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
<p>Progress for pupil premium children in Reading, Writing and Maths is greater than that of non-pupil premium children.</p>	<p>Insight data demonstrates that pupil premium children have made more progress than non-pupil premium children in Reading, Writing and Maths.</p>
<p>Attendance of pupil premium children, particularly in years 1, 3, 5 and 6 increases</p>	<p>Average school attendance: 95%. Autumn term attendance for pupil premium children</p> <ul style="list-style-type: none"> <li>• Year 1 90.5%</li> <li>• Year 3 93.7%</li> <li>• Year 5 90.6%</li> <li>• Year 6 93.7%</li> </ul> <p>Attendance figures show improvement by the end of the Spring and Summer terms.</p>
<p>The gap between the attainment of pupil premium children, and particularly boys, in the year 1 phonics narrows against the attainment of non-pupil premium children nationally.</p>	<ul style="list-style-type: none"> <li>• All pupil premium children that did not meet the requirement of the end of Year 1 phonics check do so at the end of Year 2.</li> <li>• The gap between pupil premium children and non-pupil premium children taking the phonics check narrows at the end of Year 1.</li> </ul>
<p>The gap between the attainment of disadvantaged pupils, and particularly boys, in the end of KS2 assessments narrows against the attainment of non-pupil premium children nationally, particularly in Writing and Maths.</p>	<p>The attainment gap between disadvantaged pupils at Harborne Primary School, particularly boys, and non-disadvantaged pupils nationally narrows.</p> <p><b>At least expected %:</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• National: -18.1%</li> <li>• Birmingham -12.3</li> <li>• School: -17.8%</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• National -19.3%</li> <li>• Birmingham: -13.2%</li> <li>• School: -26.5%</li> </ul> <p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• National: -20.3</li> <li>• Birmingham: -15%</li> <li>• School: -35.6%</li> </ul> <p><i>Data and Intelligence Team, Children and Families, BCC, 03/11/23</i></p>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Arts, food, outdoor learning and sporting activities enhance the HPS curriculum</p>	<ul style="list-style-type: none"> <li>• The Harborne Primary School curriculum guarantee will offer a broad and balanced learning experience for all pupils</li> <li>• Building on previous work in school around Rosenshine's principles of education and retrieval practice, the CUSP curriculum ensures that Quality First Teaching is embedded in planning and lesson delivery.</li> </ul>

	<ul style="list-style-type: none"> <li>Pupil Premium children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside the normal school day.</li> </ul>
All pupils can demonstrate learning showing resilience and determination. They will be able to work with confidence	All pupils will be taught positive learning behaviours through the school's Characteristics of Effective Learning project.
Take up of peri music lessons by pupil premium children increases	<p>Pupil premium children are underrepresented amongst those Harborne Primary children that receive peripatetic music lessons.</p> <p>More pupil premium children sign up to take music lessons.</p>
Representation of pupil premium children in school teams	Pupil premium pupils are fairly represented in school teams and competitions.

## 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: £37,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Teaching Staff Subject leader training for Design and Technology, Geography, Art, Languages and English leads. <i>Cost: £450</i>	<i>The EEF Guide to the Pupil Premium:</i> 'Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.'	3 and 5
CPD: TAs TAs now attending regular INSET sessions on a Wednesday and receiving a specific programme of cpd on the TED on 08/01/23 <i>Cost: £16,000</i>	<i>The EEF Guide to the Pupil Premium:</i> Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.	3 and 4
CUSP Curriculum <i>Cost: £5,000</i>	'CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. Combining these has led to exceptional outcomes for pupils, as a result of coherent curriculum design and instructional teaching. It also gives you, as school	3 and 5

	leaders, consistency and expectations. CUSP is unapologetically ambitious – it will not only improve outcomes for pupils, but also teacher subject knowledge. <a href="http://unity-curriculum.co.uk">unity-curriculum.co.uk</a>	
CUSP Curriculum resources Cost: £966	Curriculum Visions: online books, reference materials and resources that will help to bring the CUSP curriculum to life.	4
Additional SEND management Cost: £14,700	<i>The EEF Guide to the Pupil Premium:</i> Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools. Nineteen of our pupil premium children are also on the SEND register.	3 and 4

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

Budgeted cost: £49,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions that help to close the Y1 phonics gap between pupil premium boys and girls Cost: £4,000	The EEF suggest that using a teaching assistant for interventions can add +4 months of additional learning.	1, 2, 3 and 4
Teaching Assistants to support pupils in class to make good progress, particularly pupil premium boys in Year 3. Cost: £13,757	The EEF suggest that using a teaching assistant for interventions can add +4 months of additional learning. Internal data suggests that pupil premium boys in current year 3 made slow progress last year. Attendance is also an issue for pupil premium children in Year 3.	1, 2 and 4
Pastoral Support, particularly at the Annex and in Year 4 Pastoral Manager at the Annex: £32,097	The EEF toolkit suggests that targeted interventions matched to pupils particular needs can be effective, especially for older pupils. Social and emotional learning approaches have a positive impact of 4 months additional progress in academic outcomes over the course of the year, on average.	5

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased engagement with families of pupil premium children <i>No cost</i>	<i>The EEF Guide to the Pupil Premium:</i> Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.	1, 2 and 3
Paper copy of school newsletter given to pupil premium children <i>No cost</i>	<i>The EEF Guide to the Pupil Premium:</i> Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.	1
Class teachers identify parents of pupil premium children and make a specific effort to develop a relationship with them <i>No cost</i>	<i>The EEF Guide to the Pupil Premium:</i> Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.	1 and 5
Parents of pupil premium children invited along on trips to help supervise the class <i>No cost</i>	<i>The EEF Guide to the Pupil Premium:</i> Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.	1 and 5
Parent events and drop in sessions clearly communicated to pupil premium families. <i>No cost</i>	<i>The EEF Guide to the Pupil Premium:</i> Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.	1
Home visits for pupils newly arrived at school. <i>No cost</i>	<i>The EEF Guide to the Pupil Premium:</i> Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.	1
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. Reading buddies <i>No cost</i>	<i>The EEF Guide to the Pupil Premium:</i> Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully	1 and 5
Discounted places offered at before and after school clubs	<i>The EEF Guide to the Pupil Premium:</i> Extracurricular activities are an important part of education in their own right. These approaches may increase	1 and 5

(GSA) for pupil premium children. <i>Cost: £500</i>	engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.	
Peripatetic Music lessons offered for pupil premium children. <i>Cost: £500</i>	<i>The EEF Guide to the Pupil Premium:</i> Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.	1
Pupil premium children take part in HPS Sports Teams <i>No cost</i>	<i>The EEF Guide to the Pupil Premium:</i> Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.	1
Pupil premium children take part in educational trips and visits with their peers <i>Cost: £2,500</i>	<i>The EEF Guide to the Pupil Premium:</i> Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.	1
Pupil premium children take part in educational trips and visits with other pupil premium children <i>Cost: £1,000</i>	<i>The EEF Guide to the Pupil Premium:</i> Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.	1
Dog mentoring programme <i>Cost: £4,000</i>	<i>The EEF Guide to the Pupil Premium:</i> Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully	1 and 2
Lunchtime sports coach <i>Cost: £6,000</i>	<i>The EEF Guide to the Pupil Premium:</i> Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully	1 and 5
Work from an attendance officer <i>Cost: £5,000</i>	SIMs shows that average school attendance for the Autumn term was 95%. Autumn term attendance for pupil premium children <ul style="list-style-type: none"> <li>• Year 1 90.5%</li> <li>• Year 3 93.7%</li> <li>• Year 5 90.6%</li> <li>• Year 6 93.7%</li> </ul>	1

**Total budgeted cost: £106,470**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria
All identified pupil premium groups make at least expected progress (0.0) or more than expected progress (+)	Progress measures on Insight from Entry 2022 to Summer 2 2023
Percentage of pupil premium children achieving age related expectations increases.	Improved attainment figures for pupil premium children from Summer 2022 to Summer 2023.

### Internal pupil data:

The table below shows that, last year:

- Girls who are pupil premium in Years 1, 2, 4 and 5 made greater progress than non-pupil premium girls
- Boys who are pupil premium in Year 5 made greater progress than non-pupil premium boys, particularly in Writing and Maths
- While pupil premium boys also made progress in Years 1 and 6, they did not outperform non-pupil premium peers and so the gap has not diminished.
- Pupil premium boys in Year 2 did not make as much progress as we would have liked and so this group will need to be tracked during academic year 2023/2024.

		2022-2023: Summer				2023-2024: Entry			
		Pupil Premium		Not Pupil Premium		Pupil Premium		Not Pupil Premium	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	Progress	Progress	Progress	Progress
<b>Year 1</b>	Reading	67%	33%	77%	82%	+0.2	+0.5	+0.3	+0.3
	Writing	33%	33%	67%	82%	+0.2	+0.5	+0.2	+0.3
	Maths	33%	33%	72%	80%	+0.2	+0.5	+0.3	+0.2
<b>Year 2</b>	Reading	33%	83%	67%	86%	-0.3	+0.2	+0.0	-0.1
	Writing	33%	83%	65%	86%	0.0	0.0	-0.2	-0.3
	Maths	33%	67%	76%	80%	-0.3	+0.2	-0.1	-0.0
<b>Year 3</b>	Reading	17%	50%	66%	82%	-0.2	-0.2	-0.2	-0.2
	Writing	0%	33%	49%	70%	0.0	-0.4	-0.3	-0.2
	Maths	0%	33%	64%	75%	0.0	-0.4	-0.1	-0.1
<b>Year 4</b>	Reading	40%	50%	76%	70%	+0.1	+0.1	+0.1	0.0
	Writing	20%	33%	67%	70%	+0.1	+0.3	+0.3	+0.2
	Maths	30%	42%	76%	70%	+0.1	0.0	0.0	0.0

<b>Year 5</b>	Reading	14%	50%	85%	84%	+0.3	+0.5	+0.1	0.0
	Writing	14%	33%	75%	76%	+0.5	+0.5	0.0	-0.1
	Maths	14%	50%	87%	78%	+0.5	+0.5	+0.0	+0.2
<b>Year 6</b>	Reading	25%	14%	75%	76%	+0.2	0.0	+0.4	+0.4
	Writing	25%	14%	60%	74%	+0.2	0.0	+0.2	+0.3
	Maths	50%	29%	83%	68%	0.0	+0.3	+0.4	+0.3