

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Harborne Primary School
Number of pupils in school	750
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Mandy Coles
Governor / Trustee lead	Kully Samra (Curriculum Committee Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,595
Recovery premium funding allocation this academic year	£22,898
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	£124,493

Part A: Pupil premium strategy plan

Statement of intent

- *Our ultimate objectives are to target the groups of disadvantaged children who did not make expected progress by the end of summer 2*
- *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 disadvantaged 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.*
- *Part of the Recovery Premium will be used to top-up the 25% required for the School-led tutoring programme. This will be used to target approximately 39 pupils in the school who will benefit from tutoring to close the gap in either English or Mathematics. They will each receive a package of tutoring of approximately 15 hours in one subject.*

Challenges

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

Challenge number	Detail of challenge
1	Progress in Maths for Year 3 disadvantaged pupils (-0.1)
2	Progress in Reading for Year 5 disadvantaged pupils (-0.3)
3	Progress in Maths for Year 5 disadvantaged pupils (-0.1)
4	Progress in Science for Year 5 disadvantaged pupils (-0.3)

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 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

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of high quality recovery curriculum teaching in autumn term to ensure gaps in learning are addressed (in all year groups)	EEF (Education Endowment Fund) Within Class Attainment Groupings – low cost, low evidence, low impact (+2 months).	1, 2, 3, 4
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, 4
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
Recruit extra TA for Y5 support intervention work and Wave 3 interventions across the school £20,000	EEF Teaching Assistant interventions – moderate cost, moderate evidence, moderate impact (+4 months). "Additional Staff" in DfE Evaluation of Pupil Premium Research Report July 2013.	2, 3, 4

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

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Ensuring recruitment/retention of staff member to deliver high quality catch up intervention groups across KS2 <i>£31,350</i>	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, 4
SEN Teaching assistants provide targeted support for SEN/PP pupils on a regular basis <i>£16,000+£8,000</i>	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, 4
School-led Tutoring top-up of 25% to provide approximately 39 pupils with a 15 hour package per subject (English or Maths), ie 585 hours. <i>£2,650</i>	Requirement of ring-fenced funding.	1, 2, 3

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

Budgeted cost: £ 46,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase pastoral support (especially SEMH) by adding 2 days to the Learning Mentor role <i>£13,000</i>	EEF Social and Emotional Learning – low cost, low evidence, moderate impact (+4 months).	1
Train a second member of staff in forest school to increase involvement in FS for PP children	EEF Outdoor Adventurous Learning – moderate cost, low evidence, insufficient impact. EEF Physical Activity – low cost, moderate evidence, low impact (+1 month).	1, 2, 3, 4
Refurbish the wild area by pathway at annex for forest school	EEF Outdoor Adventurous Learning – moderate cost, low evidence, insufficient impact.	1, 2, 3, 4

	EEF Physical Activity – low cost, moderate evidence, low impact (+1 month).	
Explore and set up training for staff for specific sub-groups of PP children (eg post-LAC, adopted, EAL, SEN, refugee) and organise parent workshops/support groups	EEF Parental Engagement – low cost, extensive evidence, moderate impact (+4 months). EEF Small Group Tuition – low cost, moderate evidence, moderate impact (+4 months). Parental Support and Engagement” in DfE Evaluation of Pupil Premium Research Report July 2013.	1, 2, 3, 4
Provide subsidies for PP children for trips and residentials £8,000	“Curriculum Related School Trips” in DfE Evaluation of Pupil Premium Research Report July 2013. Improving access top Cultural Capital for PP children.	1, 2, 3, 4

Total budgeted cost: £ 124,500

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and no standardised teacher administered tests or diagnostic assessments were used at Harborne Primary. Teacher assessments of pupil attainment were entered onto our Insight tracking system and used to identify successes and concerns, and to calculate progress made.

Most of our PP strategies were implemented for 202-21 – the wider strategies which were not have been carried over into our strategy for 2021-22.

Our Insight tracking data shows that:

In Reading, disadvantaged children in every year group made more than expected progress, except current Year 4 who made expected progress (0.0) and current Year 5 who made -0.3 progress.

In Writing, disadvantaged children in every year group made more than expected progress, except current Year 5 who made expected progress (0.0).

In Maths, disadvantaged children in every year group made more than expected progress, except current Years 3 and 5 who made -0.1 progress.

In Science (GLD for Reception), disadvantaged children in every year group made more than expected progress except current Year 5 who made -0.3 progress.

The groups making negative progress have been identified as our target groups for 2021-22 PP strategy.

In Y1 Phonics, 9 out of the 16 disadvantaged pupils achieved the phonics check, 1 more than we targeted.

In Y2 Phonics, 7 out of the 13 disadvantaged pupils achieved the phonics check, 1 less than we targeted.

In Year 6:

- 36% (4 pupils) of our PP pupils achieved expected standard in all 5 subjects, compared to 22% (2 pupils) in 2019

- PP children exceeded all our targets in the PP strategy from progress measures on Insight:
 - In reading, 6 pupils made expected and 6 made more than expected progress (5 more than predicted)
 - In writing, 4 made expected and 8 made more than expected progress (5 more than predicted)
 - In maths, 6 made expected and 6 made more than expected progress (1 more than predicted).

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?	6 service pupils Funding used towards TA support and catch up work where required.
What was the impact of that spending on service pupil premium eligible pupils?	<u>Attainment of service pupils:</u> Reading 83% Writing 67% Maths 50% Science 83% <u>Progress of service pupils:</u> Reading +0.5 Writing +0.5 Maths 0.0 Science +0.3

Further information (optional)

Our PP Strategy is for one year only, to enable us to set specific targets relevant to a particular cohort of children and enabling us to measure progress against these targets at the end of the academic year.