

Pupil premium strategy statement – Harborne Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	838
Proportion (%) of pupil premium eligible pupils	9.0% (73 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	17 th December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Nick Whitehouse
Pupil premium lead	Tamsin O'Brien
Governor / Trustee lead	Kully Samra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,040
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£108,040

Part A: Pupil premium strategy plan

Statement of intent

AT Harborne Primary School, we are committed to providing an ambitious, accessible and inclusive curriculum, alongside targeted support and school community engagement. Together, we build a culture and an environment where every pupil feels safe, valued and motivated to achieve. This ultimately leads to improved outcomes for all but, we prioritise closing the attainment gap between our pupil premium children and non-pupil premium children nationally. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers.

Our Pupil Premium Strategy aims to ensure that all pupils, especially those from disadvantaged backgrounds, are challenged and supported effectively. We recognise the importance of addressing the barriers faced by disadvantaged pupils.

The approaches we have selected complement each other to help pupils thrive. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- act early to intervene at the point need is identified;
- ensure disadvantaged pupils are challenged.

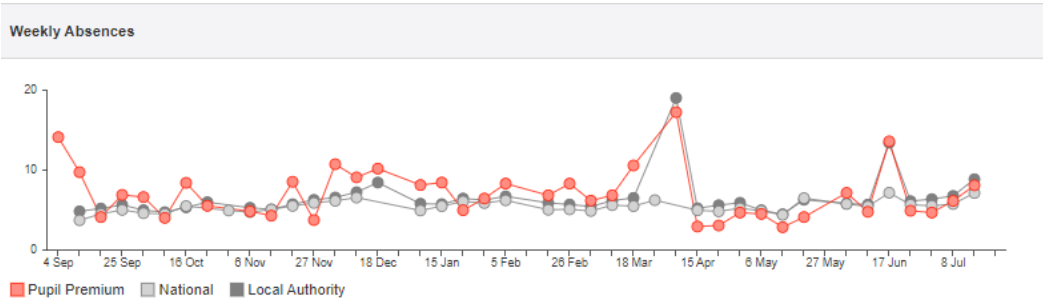
By implementing these evidence-based strategies across the three tiers of support, Harborne Primary School can effectively address the barriers faced by disadvantaged pupils. Our commitment to high-quality teaching, targeted academic support, and holistic support of the child will not only enhance the educational experience for these pupils but also align with our vision of fostering opportunity, respect, confidence, aspiration and success for all.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Reading</u></p> <p>Internal and external assessment data indicates that attainment in reading by disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>In KS1 Reading outcomes, only 64% of disadvantaged pupils achieve expected, a difference of -28% compared to their non-disadvantaged peers within school.</p> <p>Despite our school far exceeding National results, in KS2 SATs, 66.7% of FSM children achieve the expected standard, compared to 91.4% of non-FSM, with boys performing less well than girls.</p> <p>None of our pupil premium children attain GD in reading, writing, maths or science. This compares to 29% of all children nationally attaining GD in reading.</p>
2	<p><u>Maths</u></p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Upon completion of the EYFS Profile, there is a difference of -20.9% in Mathematics attainment between our disadvantaged and non-disadvantaged pupils. This negative difference persists across the school. Upon KS2 exit, the gap has widened to a difference of -54% between non-disadvantaged and disadvantaged pupils achieving the expected level of attainment. Girls overall perform less well than boys in Maths (-9.7%).</p> <p>Weaknesses in Reading and Maths attainment contribute to our pupil premium children under performing in their combined attainment at the end of KS2 (27%) compared to all other pupils (68%).</p>
3	<p><u>Attendance</u></p> <p>Attendance at school is critical to access the best learning opportunities. Data for 2023-24 indicates that attendance for our pupil premium children (92.9%) was 2.1% lower than for non-pupil premium pupils. This is below both Local Authority (93.5%) and National figures (94.5%) for pupil premium groups.</p> <p>18.2% of Pupil Premium pupils have been 'persistently absent' (10% or more of school sessions missed) compared to 11.1% of their school peers during that period. Further, 1.3% of Pupil Premium pupils have been 'severely absent' (50% or more of school sessions missed) compared to 0.3% of their school peers in the same period.</p> <p>Analysis of the data shows that there are particular spikes for pupil premium absenteeism across all year groups, at the start of September,</p>

in March-April and June. These trends are significant compared to Local Authority and particularly National patterns.



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Punctuality

Data shows that our pupil premium children are late, on average, 3 times more often than non-pupil premium children. Learning activities in school start at 8:50am with core subject learning for reading and phonics timetabled at the beginning of the day. Due to lateness, pupil premium children are often missing all or part of these activities.

5

School behaviour, pupil well-being, attitudes to learning and parental partnerships

Our pupil premium children (9.0% of our school’s population) are disproportionately represented in 16.8% of our negative behaviour reports.

A survey in November 2024 has captured pupil voice regarding perceptions of behaviour in school and how school supports the children’s learning.

Across both sites, 52% of KS1 pupils rate behaviour during lessons as “good”, all or most of the time; this decreases to 43% of KS2 pupils.

Across both sites, 44% of KS1 pupils rate behaviour on the playground as “good”, all or most of the time; this decreases to 33% of KS2 pupils.

74% of KS1 pupils report that they are given work that challenges them all or most of the time; this reduces to 47% in KS2.

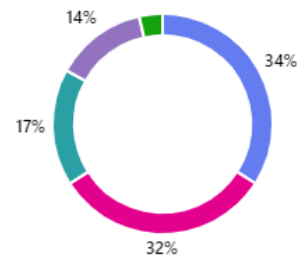
6% of KS2 pupils reported that they are never told when they are doing something well at school.

A survey of parent/carer voice, also in November 2024, captured that 80% of the 184 respondents felt that they were only sometimes, rarely or never well informed about their child’s progress and next steps.

The same adults specified areas that they would like more information to be shared for.

What topics would you like anymore information or support on? (select all that apply)

● Reading and Literacy	121
● Mathematics	113
● Supporting Mental Health and Well-being	61
● Online Safety and use of technology	48
● Other	12



	These results suggest that we should enable increased positive behaviours at school (within and beyond the classroom), strengthen feedback and understanding of next steps for children, teaching staff and parents/carers.
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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
A reduced attainment gap in the outcomes for reading of pupil premium children, compared to non-pupil premium within school.	Improved reading attainment among disadvantaged pupils, compared to non-disadvantaged pupils within school and nationally. More pupil premium children achieve the expected standard. Triangulated evidence from pupil book study (to including pupil voice), summative assessment data and teacher judgement will show progress.
Improved maths attainment for pupil premium children at the end of KS2.	Improved attainment in maths among disadvantaged pupils, compared to non-disadvantaged pupils within school and nationally. More pupil premium children achieve the expected standard. Triangulated evidence from pupil book study (to including pupil voice), summative assessment data and teacher judgement will show progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.	School has a culture that values and supports regular school attendance and good attendance is recognised and celebrated. Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the attendance gap is reduced between disadvantaged pupils and their non-disadvantaged peers. Robust systems are in place and tracked to check and support good attendance.
To achieve and sustain improved punctuality for all pupils, particularly our disadvantaged children.	School has a culture that values and supports punctuality at the start of every school day. Punctuality is recognised and celebrated. Number of lates are reduced overall and particularly for our pupil premium children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children.	Sustained high levels of wellbeing and positive interactions between children and strengthened attitudes towards school life demonstrated by: <ul style="list-style-type: none"> qualitative and quantitative data from pupil, parent and staff voice an embedded, successful whole school approach to positive behaviour management

	<ul style="list-style-type: none"> • frequent and regular participation in a range of enrichment and leadership activities, by our disadvantaged pupils.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,037.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistently excellent quality first teaching to increase levels of active engagement, participation, address misconceptions and gaps in learning.</p> <p>Engagement with Maths and English Hubs to access CPD for staff</p> <p>CPD for teaching staff Cost: £2,000</p> <p>Annual CUSP Curriculum subscription Cost: £2,067</p> <p>Introduction of a new approach to the writing curriculum Cost: £6,000</p>	<p>Tereda (2019) argues that ‘teachers have the greatest impact on student achievement’ and this view is confirmed by the research of Opper who concludes that when it comes to raising standards, ‘teachers matter most’. To that end, the ‘EEF Guide to the Pupil Premium’ (2021, p3) states that ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.’</p>	1, 2, 5
<p>Effective use of additional adults to quality assure consistency in</p>	<p>EEF, 2021 - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher</p>	1, 2, 5

<p>teaching and behavioural support.</p> <p>Additional CPD for TAs leading interventions and to observe best practice</p> <p>Cost: £2,000</p>	<p>impact (+4months), whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils.</p>	
<p>Effective feedback for learners</p> <p>Cost: No financial cost</p>	<p>EEF (June 2021) Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Studies of verbal feedback show slightly higher impacts overall (+7 months). It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies. There is evidence to suggest that feedback involving metacognitive (ie indicating which learning strategies have been effective for them in previously completed work) and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p>	<p>1, 2, 5</p>
<p>Promote a culture of 'a love of reading' at HPS. Purchase reading scheme books to get high-quality, new books into KS2 pupil premium children's hands. The texts' content better reflects our school community and children's interests and has exciting</p>	<p>St Matthew's Research School (September, 2021) published a review of decades of research and teacher experience proving that reading plays 'a key role in children's development' (Oxford School Improvement, 2017), 'leads to increased attainment' (Clark and Zoysa, 2011) and adult readers are '20% more likely to report greater life satisfaction' (Billington, 2015).</p>	<p>1</p>

genres and presentation (e.g. graphic novels and 'Infact' series). Invest particularly in texts accessible to readers of lower prior attainment, but with interest levels typical of older age groups. Cost: £9,970.75	EEF evidence (July, 2021) cites exceptional progress of +6 months gained through the use of effective reading comprehension strategies, appropriate text levels, diagnosis of reading difficulties and the use of digital technology.	
Mastery approach to maths to close the disadvantaged, attainment gap Cost: No financial cost	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic. Learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. Mastery learning approaches give additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills (EEF, September, 2021).	2

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

Budgeted cost: £60,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to support pupils in class and with targeted interventions to close the attainment gap. Additional TA hours Cost: £20,000	EEF (June, 2021) - Careful assessment of pupils' needs so that teaching assistants support is well targeted Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers High quality communication between teaching assistants and classroom teachers is likely to support good	1 and 2

	implementation of teaching assistant interventions.	
<p>Consistent and high-quality whole-school behavioural approach and pastoral support to impact attendance, punctuality, wellbeing and performance.</p> <p>Pastoral Lead Cost: £34,635</p> <p>Early Help Support: £1,000</p> <p>Trauma informed approach to whole school behaviour management Cost: £4,000</p>	EEF (July, 2021) findings state that targeted social and emotional support can have a positive impact of +6 months on pupils' attainment and that they are particularly impactful towards outcomes in literacy.	3, 4 and 5
<p>Reading Club – digital texts and quizzes to provide pupil children with additional access to levelled texts with quizzes to enhance comprehension and retention. Oxford Reading Buddy Cost: £475</p>	EEF (June, 2021) – Interventions involving digital technology can also be effective with teaching assistant support.	1

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

Budgeted cost: £10,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with external partners to explore, then implement, robust routines to track and respond to absence and lateness. Use of early intervention	Universal approaches to teaching, learning, behaviour, relationships and communication with families will support the majority of pupils and families, but universal systems are unlikely to meet the needs of all pupils. Some, who might have very	3 & 4

<p>strategies for pupils showing signs of poor attendance. Personalise communications for families considering content, frequency, timing, language, tone and medium.</p> <p>Collaborate with local organisations and services to provide additional support for families facing challenges that may affect attendance, such as housing issues or health concerns.</p> <p>Develop strategies for reintegrating pupils who have been absent for extended periods, ensuring they feel welcomed and supported upon their return to school. This could include buddy systems or tailored catch-up plans.</p> <p>Cost: £500</p>	<p>specific and individual reasons for their absence from school, may need a more personalised approach to support their attendance and engagement.</p>	
<p>Behaviour, well-being and enrichment opportunities</p> <p>Playground equipment to develop zones and enrichment activities during the school day Cost: £2,000</p> <p>Discounted educational trips and visits offered to pupil premium children Cost: £3,500</p> <p>Dog Mentoring Cost £4,000</p>	<p>DfE (Nov, 2024) figures show that the suspension rate for pupils eligible for FSM was more than four times that of pupils who were not eligible.</p> <p>Permanent exclusion rates were also higher for FSM-eligible pupils, with a rate of 0.13 compared to 0.02 for pupils who were not eligible.</p> <p>EEF's impact summary (2024) states that both targeted interventions and universal approaches have positive overall effects upon behaviour (+ 4 months in an academic year).</p>	5

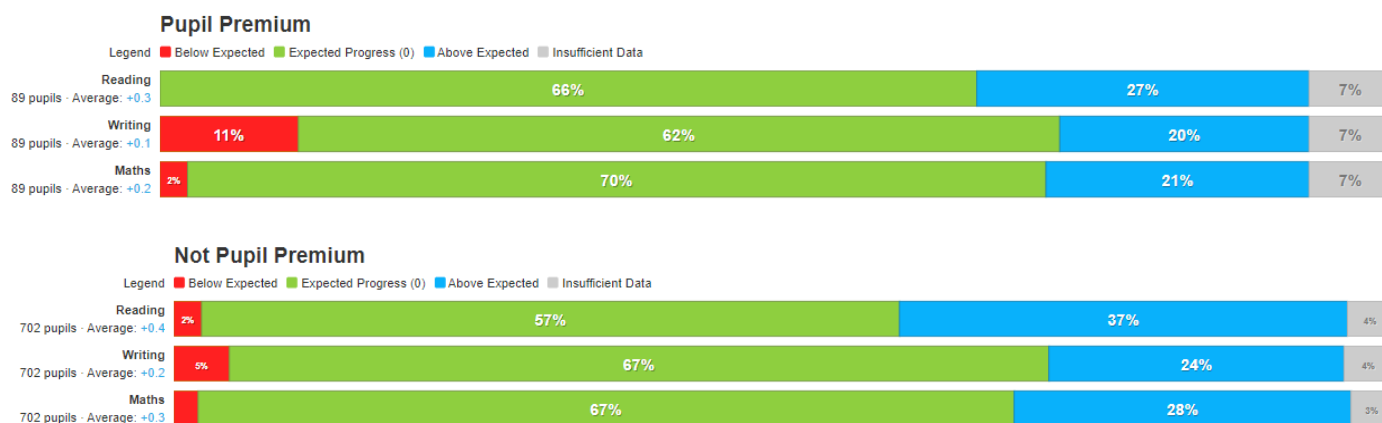
<p>Positive engagement with parents/carers</p> <ul style="list-style-type: none"> • Create a sense of 'belonging' • Reciprocal relationships • Parent workshops/Coffee Mornings • Meet the staff opportunities • Parent to school sessions • Mental Health and well being retreats • Celebrate and share successes <p>Cost: £100</p>	<p>St Matthew's Research School (April, 2024) warned that some families will continue to have anxiety and a lack of trust around issues, which are linked to the school community (particularly post-pandemic). These 'work harder to reach families' need careful consideration with clear understanding of their individual needs. EEF (July, 2021) found that effective parental engagement can lead to learning gains of +4 months over the course of a year.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our prior experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1-5</p>

Total budgeted cost: £92,247.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

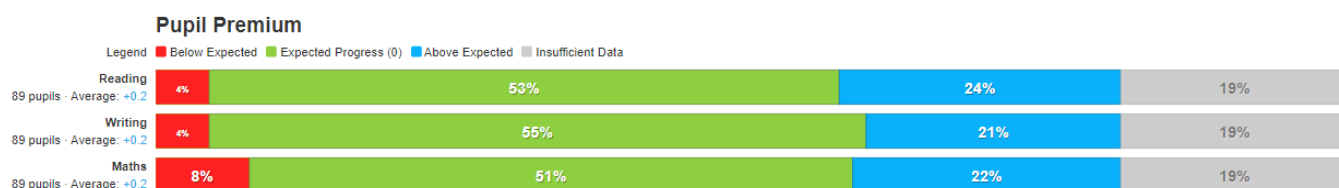
1. Progress for pupil premium children in Reading, Writing and Maths is greater than that of non-pupil premium children.



During the last academic year (2023-24), progress for pupil premium children in Reading, Writing and Maths did not exceed that of non-pupil premium children. However, pupil premium progress outcomes in Reading did exceed those of the previous academic year and match outcomes in Maths.

Progress Overview for Pupils (from 2023-2024) who are pupil premium – 2022-2023 Entry to 2022-2023 Summer Main Assessment

Print



2. Attendance of pupil premium children, particularly in years 1, 3, 5 and 6 increases.

End of year attendance records for targeted pupil premium children showed a small improvement in Year 5 90.6% increasing to 90.9%. However, the negative difference in attendance between pupil premium children at HPS (92.9%) and the school's non-pupil premium attendance (95%) remains. The aspiration to close the difference with non-disadvantaged nationally 94.5% continues.

3. 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.

School achieved superb phonics outcomes overall in 2023-24 with 92% of children passing in Y1, compared to 80% nationally and 94% in Y2, compared to 91% nationally.

At HPS, the attainment gap between pupil premium and non-pupil premium nationally was -13%, compared to +12% for non-pupil premium in school with non-pupil premium nationally. So, the attainment gap remains significant. Within school, 80% of pupil premium boys achieved the expected standard in Y1 phonics compared to 90% of non-pupil premium boys.

We must continue to target and close the attainment gap of pupil premium, and particularly boys, in their phonics attainment.

4. 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.

The national KS2 combined score of children achieving the expected standard was 61%. At HPS, 25% of our pupil premium children attained the same expected standard showing a gap of -36%. The attainment gap of the previous year was -29%. We must continue to target and close the attainment gap of pupil premium in their KS2 attainment.

5,6, 8 & 9.

All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Arts, food, outdoor learning and sporting activities enhance the HPS curriculum. Take up of peri music lessons by pupil premium children increases. Representation of pupil premium children in school teams.

Our curriculum guarantee, well-planned and sequenced learning and, our commitment to a substantial enrichment offer, ensures that all pupils at HPS can access broad and balanced learning and social experiences. We prioritise disadvantaged children for access to activities to develop their cultural capital, leadership, sporting, arts and extra-curricular events. For example 20% of our Student Council Representative are pupil premium children (compared to 9% of our whole school population).

7. All pupils can demonstrate learning showing resilience and determination. They will be able to work with confidence.

The school has embedded an effective system of 'Characteristics of Effective Learning' to support children in identifying and celebrating their positive attitudes towards learning and specifically values effort, resilience, teamwork, independent practice and retrieval. We continue to address the negative impact of Covid-19 which has affected individual pupils and their families differently.

Further information (optional)

- Our parent/carer survey in December 2024 has revealed that 28% of our 184 respondents did not know if their child/ren had pupil premium status or not. As a school, we will canvas parents/carers to ensure that all pupil premium children are identified and in receipt of their full entitlement.
- School is utilising a DfE grant to train a senior mental health lead (commencing in early Spring 2025). The training programme has been selected to meet school's development needs identified through a whole-school audit.
- EAL induction programmes are being developed to ensure a warm welcome, smooth transition into school, support for families to access key information, scaffolded learning activities and the promotion of rapid language acquisition.
- We will continuously monitor and evaluate the impact of our three-year pupil premium strategy. When necessary, we will adjust our plan to secure the best possible outcomes for our pupils.
- Sports Premium Funding will be used in addition to Pupil Premium to complement and strengthen our offer for pupil premium children.