

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	Harbinger Primary School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rebecca Abrahams
Pupil premium lead	Matthew Warhurst
Governor / Trustee lead	Martin Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140, 944
Recovery premium funding allocation this academic year	£8,120
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	£149, 064

Part A: Pupil premium strategy plan

Statement of intent

Our plan is to address the impact of Covid-19 and enable all children to recover. Our intention is to ensure that our disadvantaged children achieve accelerated progress and attainment outcomes that are in line with or exceed other children.

The actions in this plan outline 3 strands that will address the needs of our children. Firstly, the use of HLTAs will mean that children can be taught in smaller groups across the curriculum across the year. Secondly, we will enhance our support for Speech and Language so that children can benefit from oral language interventions. Finally, employing a Learning Mentor will complement the academic work with social and emotional aspects of learning interventions. These approaches have been identified as being effective by the EEF.

As a school we aim that all children including disadvantaged children are present to learn, ready to learn, enabled to learn and want to learn.

Challenges

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

Challenge number	Detail of challenge
1	Not all of our children are exposed to strong models of English outside of school and lack vocabulary.
2	Very few of our children are enabled to access wider experiences outside of school.
3	Some children come from families where one or more of the parents do not work in regular employment making it easier to keep the children at home rather than persisting with regular attendance in school.
4	The impact of the pandemic in this community has been significant causing us to see a significant increase in the number of children on role categorised as 'vulnerable'.

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
For disadvantaged children in years 1-5 to achieve attainment outcomes in reading, writing and mathematics that are in line with that achieved by the whole cohort or better.	% of disadvantaged children achieving expected outcomes in reading, writing and mathematics is in line with or better than whole cohort.

For disadvantaged children in years 6 to achieve progress in reading, writing and mathematics that is in line with that achieved by the whole cohort or better.	% of disadvantaged children achieving progress in reading, writing and mathematics that is in line with or better than whole cohort.
For disadvantaged children to achieve Phonics outcomes that continues to be in line with that achieved by the whole cohort or better.	% of disadvantaged children achieving expected outcomes is in line with or better than whole cohort.
To make sure that the children's holistic needs are met so that they are able to be present to the learning that the school is providing them with.	For disadvantaged children to attend school regularly and to be able access the support and learning available to them.

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: £ 14,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhanced Speech and Language provision through SLA</i>	EEF research identifies that oral language interventions provide high impact (average additional 6 months progress over a year), for low cost. Providing training for staff delivering small group support further increases the impact Additional support targeted for disadvantaged pupils in smaller groups below 6 are highly effective.	1 and 2

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

Budgeted cost: £123,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ 3 HLTAs (£86,328)</i>	EEF small group tuition average impact of 4 months additional progress over year when targeted according to pupil need.	1 and 2
<i>Dedicated Sp+L specialist TA x1.5 (£37,408)</i>	EEF research identifies that oral language interventions provide high impact (average additional 6 months progress over a year), for low cost.	1 and 2

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

Budgeted cost: £16, 675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Learning Mentor	EEF research states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	3 and 4

Total budgeted cost: £ 155, 043

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 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.