

Pupil premium strategy statement – Harbinger 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	279
Proportion (%) of pupil premium eligible pupils	124/279 = 44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Nimesha Nagahawatte
Pupil premium lead	Nimesha Nagahawatte
Governor / Trustee lead	Martin Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,274.00
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£191,274.00

Part A: Pupil premium strategy plan

Statement of intent

The school has a much higher proportion of children eligible for Pupil Premium than nationally and, in the past, outcomes for children have not been as strong as we would like them to have been. The 2022 and 2023 data for all children at the end of Key Stage 2 showed a significant improvement on the outcomes achieved in previous years, however, this was not consistently translated into the outcomes for children eligible for Pupil Premium. Our intention is to build upon the gains made to date and to strive to ensure that our disadvantaged children achieve accelerated progress and attainment outcomes that are in line with or exceed other children both in school, and nationally.

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. The school is also promoting Oracy as a 'Golden Thread' across all aspects of school life.

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 stronger attainment outcomes in reading, writing and mathematics by comparison to the whole cohorts by maintaining reduced class sizes for the teaching of the core subjects, by seeking to teach in year group focused classes and by ensuring interventions for target disadvantaged children.	% Disadvantaged children achieving expected outcomes in reading, writing and mathematics is in line with or better than whole cohort.
For disadvantaged children in Year 6 to: <ul style="list-style-type: none"> • Increase the attainment of our disadvantaged children in writing, to close the gap between their performance and the performance of all children nationally. • To close the gap between the 2023 performance of our disadvantaged children with the outcomes for all children nationally in mathematics 	We close the gap between the performance of the disadvantaged children at Harbinger school with the outcomes of all children achieved nationally in Writing and Mathematics whilst maintaining outcomes in Reading for disadvantaged children that exceed those achieved for all children nationally.
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.	We want to close the gap between the attendance of all children in the school and the attendance of the disadvantaged children.

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: £ 42,228.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced Speech and Language provision through SLA (£15,553.00)</p>	<p>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.</p>	<p>1-2</p>
<p>high quality CPD related to language development and pedagogy inc. Whole School Oracy Hub subscription (£144.00) and Walkthrus</p>	<p>Investing in a whole-school project to raise the standards of Oracy. Investing in high quality CPD which is evidence-based, to improve teaching and learning. The EEF states Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers.</p>	<p>1 and 2</p>
<p>Mentoring and Coaching (£11,000)</p>	<p>A form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers and staff working in the specialist provision class. We carefully consider the Line Management system and invest in time to mentor and coach teachers and leaders.</p>	
<p>Recruitment and Retention of Teachers by investing in PD on evidence-based approaches CPD costs = £6531.97 Cover costs = £9000 (average of 3 days training x 15 teachers)</p>	<p>The EEF states that Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. We look for ways to manage workload and also look for strategies to boost retention via high quality professional development. i.e. providing cover time for staff to attend NPQ training and other quality CPD related to pedagogy.</p>	<p>1 and 2</p>

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

Budgeted cost: £ 123,919.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Speech and Language specialist TA x 1.5 (£ 37,999.00)	EEF research identifies that oral language interventions provide high impact (average additional 6 months progress over a year), for low cost.	1 and 2
Employ 3 HLTAs (£85,920)	EEF small group tuition average impact of 4 months additional progress over year when targeted according to pupil need. In this we are hoping that the smaller classes will enable accelerated progress in learning which in turn will motivate both pupils and their parents to make sure pupils attend school regularly. Furthermore, our HLTAs enable the implementation of a provision map with interventions for target disadvantaged children to accelerate their learning.	1 and 2

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

Budgeted cost: £30,774

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Learning Mentor – to work with target disadvantaged children and encourage them to come to school because of improved well being.	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. Investing in key out-of-class roles	3 and 4

(£17,498)		
Whole school training of Trauma-Informed Approach CPD (£1,176.00)	<p>The school has invested in the Trauma-Informed Approach as one of our 'Golden Threads' so we are trained to understand increase awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships with school.</p> <p>At Harbinger School: We exist to improve the lives of each and every child in our care</p> <p>We understand that relationships are at the heart of everything we do</p> <p>We always put the child's best interests first and make every decision based upon this</p> <p>We work closely with our school community (parents & carers)</p>	
Extracurricular activities (£6000 on cover)	Enabling more extracurricular clubs to run before and after-school, with the aim to increase engagement and motivation in school.	1, 2, 3 and 4
Continue to work in partnership with the borough's EWA with a clear focus to seek to improve the attendance of pupils eligible for Pupil Premium (working with the Data & Admissions Lead and Attendance Lead (£6100)	The EEF states a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. We want to invest in out-of-class roles.	3 and 4

Total budgeted cost: £196,921.97

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Evaluation
<p>For disadvantaged children in Years 1-5 to achieve stronger attainment outcomes in reading, writing and mathematics by comparison to the whole cohorts by maintaining reduced class sizes for the teaching of the core subjects, by seeking to teach in year group focused classes and by ensuring interventions for target disadvantaged children.</p>	<p>% Disadvantaged children achieving expected outcomes in reading, writing and mathematics is in line with or better than whole cohort.</p>	<p>In the 2022.23 end of KS1 data:</p> <ul style="list-style-type: none"> • Outcomes at the % of children reaching age-related expectations were broadly in line with national levels. • The % of Pupil Premium children attaining at age-related expectations were broadly in line with their non-Pupil Premium peers for writing and maths and above in reading. <p>This was a very positive outcome.</p>
<p>For disadvantaged children in Year 6 to:</p> <ul style="list-style-type: none"> • Increase the attainment of our disadvantaged children in writing, to close the gap between their performance and the performance of all children nationally. • To close the gap between the 2022 performance of our disadvantaged children with the outcomes for all 	<p>We close the gap between the performance of the disadvantaged children at Harbinger school with the outcomes of all children achieved nationally in Writing and Mathematics whilst maintaining outcomes in Reading for disadvantaged children that exceed those achieved for all children nationally.</p>	<p>In the 2022.23 data for the end of KS2 SATs:</p> <ul style="list-style-type: none"> - The gap remains between attainment of Pupil Premium children and non-pupil premium children, as well as between the national average.

<p>children nationally in mathematics</p>		
<p>For disadvantaged children to achieve Phonics outcomes that are in line with those achieved by the whole cohort or better. The disadvantaged children at Harbinger achieve outcomes for phonics that exceed those achieved by all children nationally.</p>	<p>We would like to see that the whole Year 1 cohort of children at Harbinger continue to achieve outcomes in Phonics that exceed those achieved nationally and that the gap between the outcome for our disadvantaged children and the outcomes for all children in this school diminishes.</p>	<p>In the 2022.23 data of the Year 1 Phonics Check:</p> <ul style="list-style-type: none"> - the % of children attaining the required standard was broadly in line with the national. - The Pupil premium cohort of children attained higher than the national. - The difference in attainment between Pupil Premium and their non-Pupil Premium peers is lower than the national gap. <p>We will maintain this focus for next year, to strive for our disadvantaged children to do as well as their peers in this school.</p>
<p>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.</p>	<p>We want to close the gap between the attendance of all children in the school and the attendance of the disadvantaged children.</p>	<p>In the attendance report of 2022.23,</p> <ul style="list-style-type: none"> - FSM average attendance was 89.51% and non-FSM was 92.92%. <p>The difference in attendance between those pupils that are eligible for FSM and those that are not, is significant. The gap in attainment between pupils with FSM and those without has grown from 2.10% last year to 3.41% this year.</p>

		This is a worry for us because to enable accelerated progress, we need the children in school and therefore the attendance needs to be much stronger. This must remain a focus next year
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