

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Harbinger Primary School
Pupils in school	316
Proportion of disadvantaged pupils	40.8%.
Pupil premium allocation this academic year	£140,500
Academic year or years covered by statement	2020.21
Publish date	March 2021
Review date	September 2021
Statement authorised by	Rebecca Abrahams
Pupil premium lead	Matthew Warhurst
Governor lead	Martin Young

## Disadvantaged pupil progress scores for last academic year (2018.19 data due to pandemic lockdowns)

Measure	Score
Reading	0.56
Writing	2.26
Maths	0.34

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 – Combined outcomes	54%
Achieving high standard at KS2 – Combined outcomes	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: Learning Outcomes	For disadvantaged children to achieve progress rates in reading and mathematics that close the gap between the equivalent progress made in writing.
Priority 2: Well-being	For disadvantaged children to attend school regularly and to be able access the support and learning available to them.
Barriers to learning these priorities address	<ul style="list-style-type: none"><li>Not all of our children are exposed to strong models of English outside of school.</li></ul>

	<ul style="list-style-type: none"> <li>• Many of our children are enabled to access wider experiences outside of school.</li> <li>• 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.</li> <li>• 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'.</li> </ul>
Projected spending	<b>£144,300</b>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	For disadvantaged children to achieve progress score for KS2 reading c. 1.5+	Summer 2021
Progress in Writing	To maintain or build upon the progress made in writing last year for disadvantaged children.	Summer 2021
Progress in Mathematics	For disadvantaged children to achieve progress score for KS2 mathematics c. 1.5+	Summer 2021
Phonics	For disadvantaged children to achieve Phonics outcomes that continues to be in line with that achieved by the whole cohort or better.	Summer 2021
Other	For disadvantaged children to experience a broad and balanced curriculum in all year groups, and particularly in Years 2 and 6.	Summer 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	For disadvantaged children to achieve progress rates in reading that close the gap between the equivalent progress made in writing.
Priority 2	For disadvantaged children to achieve progress rates in mathematics that close the gap between the equivalent progress made in writing.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Having experienced so much disruption in the previous year due to the pandemic, children are coming up in to their new year groups working behind where we would expect them to be. To address this in KS1, we are going to enhance the impact of the Covid Catch up funding, and use PP funding too, to enable us to have a fourth class this year: <b>2 X Y1 classes and 2 X Year 2 classes. £22,500</b></li> <li>• Given the fact that many children have been at home and not in a school environment where they are immersed in language, we are concerned about the richness of</li> </ul>

	<p>children's vocabulary and their experienced of good models of spoken English. To address this, we are maintaining a high level of Speech and Language support in the school through having additional 'trained TAs' and also support from the Speech and language Service. C.£40,500</p> <ul style="list-style-type: none"> <li>• Wanting to instil a love for learning in children and make sure they have access to the opportunities that their more advantaged counterparts more than likely will have; we will maintain the SLA with Thames so that children have the chance to learn how to play a string instrument. £10,000</li> <li>• Recognising the limited access to books outside of school that some of our families have, underlines the importance of maintaining a well-stocked and well used library. To support this, we will maintain the SLA for a school librarian who will also make sure that the school benefits from the literary opportunities in the borough throughout the year. £10,610</li> <li>• We also will provide a high level of training to ensure rigour and consistency in the school's approaches to teaching reading across the school, that as a result of investment, are also well resourced. C.£10,500</li> </ul>
Projected spending	<b>£94,110</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	To make sure that our disadvantaged children attend school regularly so that they can access the education being provided.
Priority 2	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.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Some of our children do not have an adequate breakfast and consequently struggle to engage in learning when they are hungry. To address this, we will maintain the staffing for our breakfast club. £2000</li> <li>• Rates of attendance at the school have been a concern for many children and including the children from disadvantaged backgrounds. To enhance the work of the school the school will maintain the SLA for an Attendance and Welfare officer to work with the school. £6,100</li> <li>• Our case load of children who are vulnerable continues to grow and in order to provide a high level of support we need to have greater capacity. To enhance capacity, we will maintain the role of school Social Worker. £13,800</li> <li>• To enable our children who are vulnerable, to receive regular support for their emotional and mental health, that they access (recognising that our families do not always either meet the threshold for CAMHS or feel they want to access is) we need to maintain a high level of support in</li> </ul>

	school. We will maintain our Learning Mentor and the play therapists which together cost c. £28,290
Projected spending	<b>£50,190</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Inducting a new member of staff. Taking steps to ensure impact is tracked. Making sure all staff are trained in accurate assessment to track impact.	Dedicated leadership support and training.
Wider strategies	Making sure we engage the hardest to reach families.	Tiered response to attendance including teachers, SLT and AWA. Tracking of engagement through Teams monitoring and Safeguarding meetings.

# Review of outcomes for 2020.21

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Regretfully the impact of the Covid-19 pandemic was that children did not sit their national assessments for a second year running. This means that we are unable to measure the impact of the Pupil Premium Strategy against intended targets as that data is not available.

Instead, we will indicate what the school's internal data shows in respect of children's progress. For this we will show the progress made across the year by all children vs. the progress made by children eligible for Pupil Premium funding.

It is important to note that good progress for one term with our system is equal to one point. Due to the availability of data following a change in leadership and lack of summer data in 2020 because of Covid, we have calculated the progress from the end of the Autumn term 2020 to the end of the Summer term 2021 – which is 2 full terms and therefore anticipated progress of 2.0.

Despite the Covid-19 pandemic, everything above highlighted in **green** was in place to support the children.

## Review of outcomes vs. priorities for 2020.21 year

Aim	Target	Outcomes		
Progress in Reading	For disadvantaged children to achieve progress score for KS2 reading c. 1.5+		Progress made by all children	Progress made by PP children
		Year 1	2.0	1.7
		Year 2	2.3	2.7
		Year 3	2.2	2.2
		Year 4	2.0	2.1
		Year 5	2.1	2.1
		Year 6	2.0	2.2
<p>This data demonstrates that in reading, the impact of the Pupil Premium Strategy has been to ensure that the significant majority of children eligible for PP have on average made more progress from their starting points in Reading, than all children in each year group. The exception to this is in Year 1. This reflects the impact of the pandemic nationally, since engagement in remote learning was far harder to achieve for the youngest children who struggle to work independently.</p> <p>Furthermore, this cohort also suffered significant disruption during their Early Years.</p>				
Progress in Writing	To maintain or build upon the progress made in writing last year for disadvantaged children.		Progress made by all children	Progress made by PP children
		Year 1	1.9	2.4
		Year 2	2.3	2.5
		Year 3	2.1	1.9
		Year 4	1.8	1.9
		Year 5	2.1	2.1

		Year 6	2.3	2.2
		<p>This data demonstrates that in writing, the impact of the Pupil Premium Strategy has been to ensure that the significant majority of children eligible for PP have on average made at least as much progress from their starting points in writing, as all children in each year group.</p> <p>The exception to this is in Year 3 where the PP children made slightly less progress. These children will be targeted very carefully in Year 4, to ensure that the Recovery and Pupil Premium funding are used to enable children to make additional progress to catch up.</p>		
Progress in Mathematics	For disadvantaged children to achieve progress score for KS2 mathematics c. 1.5+		Progress made by all children	Progress made by PP children
		Year 1	1.7	2.1
		Year 2	2.3	2.3
		Year 3	2.0	1.9
		Year 4	1.8	1.7
		Year 5	2.0	1.9
		Year 6	1.7	2.0
		<p>This data demonstrates that in mathematics, the impact of the Pupil Premium Strategy has been to ensure that all children eligible for PP have on average made comparable rates of progress from their starting points in mathematics, as all children in each year group.</p>		
Phonics	For disadvantaged children to achieve Phonics outcomes that continue to be in line with those achieved by the whole cohort or better.	<p>The 2021 Phonics screening check was administered in the autumn term for year 2 children.</p> <p>80% of all children passed the phonics screening check. 61% of those eligible for PP passed the check.</p>		
Other	For disadvantaged children to experience a broad and balanced curriculum in all year groups, and particularly in Years 2 and 6.	<p>Children in the school experienced a new curriculum in the Summer term. The intention was to increase expectations. Work was done to analyse prior learning in the year to ensure children were prepared for the next year of learning.</p> <p>All children, including children eligible for Pupil Premium, were taught the full curriculum in the Summer term.</p>		
Attendance	For disadvantaged children to attend school regularly	<p>Attendance has been hugely affected by the Covid-19 pandemic. At Harbinger our attendance was below where we would like it to be. The issue is that for the moment, we cannot compare it with other schools either locally or nationally.</p> <p>When children returned to school in September 2020, there was a great deal of nervousness, as many children had only attended for one week since the lockdown in March 2020.</p>		

		<p>At this point, for Autumn 1, the attendance for all children was less than we would have preferred to see with an average for all children who were of statutory school age being <b>92.5%</b>. At this point, the attendance of our Pupil Premium children was only narrowly less, at <b>92.3%</b>.</p> <p>However, Autumn 2 was a very different experience. We suffered multiple Bubble closures. The rate of infection in Tower Hamlets was very high, and there was a lot of anxiety in the community. We then went into a national lockdown. When the children returned from March 8th, whilst there was an improvement on Autumn 2 data, we had a real battle on our hands to encourage families to return, particularly in the few weeks before Easter.</p> <p>As such, our attendance data for the summer term looked like this: Attendance for all children in Years R - Y6 age 5+ Summer Term 2021: <b>94.4%</b> Attendance PP children in Years R - Y6 age 5+ Summer Term 2021: <b>92.2%</b></p> <p>This meant our averages for the year as a whole were more like this: Attendance for all children in Years R - Y6 age 5+ for the 2020.21 year: <b>93.0%</b> Attendance PP children in Years R - Y6 age 5+ for the 2020.21: <b>92%</b> Remembering this includes Autumn 2 and Spring 2 and hence is lower.</p>
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## 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
Planning support for literacy, to ensure high expectation	Literacy Tree (Summer term)
Children in Key Stage 1 reading with an adult in a small group, every day	Daily Supported Reading (Summer term only)
Children in Key Stage 2 reading every day	Destination Reader (All year)
Children receiving a mathematics curriculum with fully integrated reasoning and problem solving	White Rose (Summer term transition from old scheme)