

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 316 |
| Proportion (%) of pupil premium eligible pupils | 39.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Rebecca Abrahams |
| Pupil premium lead | Rebecca Abrahams |
| Governor / Trustee lead | Martin Young |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £162,045 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £162,045 |

Part A: Pupil premium strategy plan

Statement of intent

Our plan is to continue to address the impact of Covid-19 and enable all children to recover. Furthermore, with a much higher proportion of children eligible for Pupil Premium than nationally, in the past outcomes for children have not been as strong as we would like them to have been. The 2022 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. 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 |
|---|--|
| <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>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 children nationally in mathematics. | <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>For disadvantaged children to achieve Phonics outcomes that are in line with those achieved by the whole cohort or better.</p> <p>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>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.</p> <p>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> |

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: £ 14,850

| 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: £123,919

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Employ 3 HLTAs (£85,920)</i> | 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 |
| <i>Dedicated Sp+L specialist TA x1.5 (£37,999)</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: **£23,598**

| 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 | 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 (£6,100) | | |

Total budgeted cost: £ 162,367

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 2021 to 2022 academic year.

To detail the impact of our Pupil Premium activity we have returned to the success criteria that we set ourselves and then provided an evaluation of our performance against them:

| Intended outcome | Success Criteria | Evaluation |
|---|---|--|
| 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. | % Disadvantaged children achieving expected outcomes in reading, writing and mathematics is in line with or better than whole cohort. | <p>The performance of disadvantaged children across Years 1 – 5 in the 2021.22 academic year was variable however, overall is best summarised as the disadvantaged children doing less well than the whole cohort across all three subjects.</p> <p>To single out a particular subject, we should acknowledge that the disadvantaged children do least well in writing overall.</p> <p>It is also worthy of note that fewer disadvantaged children achieve greater depth, most notably in year 3 and also writing.</p> <p>Maintaining the consistency of provision to reduce class sizes for the teaching of the core subjects, to seek to teach in year group focused classes and to ensure interventions for target disadvantaged children, must remain foci next year to seek to enable disadvantaged children to achieve stronger outcomes by comparison to the whole cohorts.</p> |
| For disadvantaged children in Year 6 to achieve progress in reading, writing and mathematics that is in line with that achieved by the whole cohort or better. | % Disadvantaged children achieving progress in reading, writing and mathematics that is in line with or better than whole cohort. | <p>We are completing this ahead of receiving the data after the checking exercise and can therefore not compare progress rates at this stage however, we can comment on attainment.</p> <p>For 2022, 80% of children eligible for Pupil Premium achieved the expected standard or better for reading compared to 79% of the whole cohort. This exceeds the national average of 74% for all children demonstrating that the impact of our Pupil Premium</p> |

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| | | <p>Strategy <i>enabled high outcomes for our disadvantaged children in Reading.</i></p> <p>The same cohort of disadvantaged children performed broadly in line with the rest of the cohort for maths. They achieved 66% at or above expected and the whole cohort were at 68%. The national average for all children was 71% so our disadvantaged children were -5% from national. We are ambitious for the children at Harbinger so this will remain a focus for next year – to seek to close the gap between the 2022 performance of our disadvantaged children with the outcomes for all children nationally in mathematics.</p> <p>Our writing outcomes had the largest gap between the performance of our disadvantaged children and the performance of all children nationally. Nationally 69% of all children achieved or exceeded the national standard and at Harbinger, 68% of all children achieved or exceeded the expected standard. However, 60% of our disadvantaged children achieved or exceeded the expected standard therefore -11%. Increasing the attainment of our disadvantaged children in writing, to close the gap between their performance and the performance of all children nationally, will remain an intended outcome.</p> |
| <p>For disadvantaged children to achieve Phonics outcomes that continues to be in line with that achieved by the whole cohort or better.</p> | <p>% Disadvantaged children achieving expected outcomes is in line with or better than whole cohort.</p> | <p>For 2022, 79% children in Year 1 at Harbinger achieved the phonics check.</p> <p>This was 4% more than the national average which has been reported as 76% for all children.</p> <p>75% of our disadvantaged children achieved the phonics check. We are heartened by that outcome because it means that our disadvantaged children achieved in line with all children nationally.</p> <p>However, we will maintain this focus for next year (2022.23 as detailed here) 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</p> | <p>For disadvantaged children to attend school regularly and to be able access the</p> | <p>The attendance of <u>all</u> pupils at Harbinger in Years 1 – 6 was 94.1% for the 2021.22 year.</p> <p>However, when we drill a little bit deeper into the data, within the figure of 94.1%, the attendance of non-disadvantaged pupils was 94.5% whereas the</p> |

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| <p>that the school is providing them with.</p> | <p>support and learning available to them.</p> | <p>attendance of disadvantaged children was 92.4% giving a gap of 2.1%.</p> <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.</p> <p>This must remain a focus next year.</p> |
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