

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	54%
Achieving high standard at KS2	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">Not all of our children are exposed to strong models of English outside of school.

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

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"> • 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: 2 X Y1 classes and 2 X Year 2 classes. £22,500 • 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 children's vocabulary and their experienced of good models

	<p>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"> • 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 all children have the chance to learning how to play a stringer instrument. £10,000 • 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 • 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
Projected spending	£94,110

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"> • 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 • 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 • 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 • 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 this) we need to maintain a high level of support in

	school. We will maintain our Learning Mentor and the Play Therapists which together cost c. £28,290
Projected spending	£50,190

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: last year's aims and outcomes

Aim	Outcome
Children continue to report that they are happy in school.	Change of leadership of the school has made it difficult to review these outcomes as the comparative baseline is not known.
Better oral language and breadth of vocabulary. Better communication skills in speaking and writing.	
Able to develop creativity and breadth of experience leading to understanding and development of interests. Developing independence.	
Closing the gap between PP and 'other' pupils in reading, writing and maths.	<p>Pupil Premium children made stronger rates of progress than the 'other' children: PP Reading progress was 0.56 whereas 'other' reading progress was -2.20</p> <p>PP Writing progress was 2.26 whereas 'other' reading progress was 0.32</p> <p>PP Mathematics progress was 0.34 whereas 'other' mathematics progress was -0.39</p> <p>As a consequence, 54% of Pupil Premium children achieved combined outcomes at the age expected level for reading, writing and mathematics whereas only 33% of 'other' children achieved this outcome.</p>