

Harrington Hill Primary School Pupil Premium and Recovery Premium Strategy 2021-2024

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	Harrington Hill Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Geraldine Fitzmaurice Executive Headteacher
Pupil premium lead	Geraldine Fitzmaurice
Governor	Sophia Parkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130, 190
Recovery premium funding allocation this academic year	£16, 349
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	£146, 539

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, receive high quality teaching and learning that meets their needs. The focus of our pupil premium strategy is to provide the appropriate provision for pupils who belong to vulnerable groups, including those who are socially disadvantaged, so they achieve their full potential.

Our key objectives are to:

- Ensure every class is taught by a highly effective teacher and every teacher is supported to keep improving
- Remove barriers to learning created by poverty, family circumstances and other social disadvantages identified by the school
- Accelerate progress for all pupils and in particular vulnerable pupils and ensure access to a rich, broad and balanced curriculum
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in pupil's ability to communicate effectively in a wide range of contexts
- Enable pupils to have good mental health and develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through a school based tutoring programme for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs and will be allocated following a needs analysis which will identify priority classes, groups or individuals.

To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that they start school with a lower level of achievement in reading, writing, mathematics and oral language skills. They have had less exposure to a wide range of vocabulary. Poor attention, listening and speaking skills impact their ability to retain knowledge which can impact progress and attainment.
2	Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home.
3	A lack of early language skills and access to the wider world impacts on their ability to comprehend what they are reading and to read confidently and fluently.
4	Many families live in cramped, over-crowded households which limit their ability to access materials and experiences supportive of educational success.
5	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been negatively impacted to a greater extent than for other pupils due to: the impact of COVID-19, partial school closures and the loss of direct teaching. These findings are supported by national studies.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to social isolation and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and may lead to low self esteem and difficulty regulating emotions
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Of the pupils who have been persistently absent over the last 3 years, approximately 37.5% could be identified as disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress particularly in upper KS2.

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
To ensure that disadvantaged pupils	<ul style="list-style-type: none"> % of pupils reaching the expected standard in line with other pupils nationally

<p>achieve at least in line with all pupils nationally in all statutory assessments at the end of KS1 and KS2</p> <p>To ensure disadvantaged pupils in EYFS close the gap between baseline and the end of reception</p>	<ul style="list-style-type: none"> Progress of identified disadvantaged pupils is good due to high quality teaching and targeted intervention
<p>To increase the proportion of disadvantaged pupils who achieve greater depth at the end of KS1 and KS2</p>	<ul style="list-style-type: none"> Data collection points in December, April and June show progress of disadvantaged pupils attaining the higher standard Year 2 and Year 6 data meetings demonstrate progress for individuals through book looks and data analysis
<p>To improve oral language skills and vocabulary among disadvantaged pupils</p>	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
<p>To improve reading attainment among disadvantaged pupils</p>	<ul style="list-style-type: none"> KS2 reading outcomes for the next three years show that more than 65% of disadvantaged pupils meet the expected standard.
<p>To address the gap in cultural capital through enriched learning experiences that develop pupils knowledge of the world and develop their language</p>	<ul style="list-style-type: none"> Learning walks show that disadvantaged pupils perform in line with their peers Pupil voice evidences a growing understanding of the world around them Provision of a wide range of experiences, visitors and extra-curricular activities accessed by disadvantaged pupils
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a reduction in poor behaviour incidents and pupils subject to behaviour support plans, no exclusions a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils,</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> data that indicates that the gap to national closes year on year

particularly our disadvantaged pupils.	
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Activity in this coming 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: **£38, 875.95**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support Quality First Teaching across the school to support all groups of pupils but particularly those disadvantaged, SEN</p> <p>Training and release time across the curriculum to develop teacher subject knowledge of the most effective ways ensure pupils make good or better progress from starting points</p>	<p>‘Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.’</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1 2 3
<p>Release time for subject and phase leaders to provide additional mentoring support for Early Career, Recently Qualified Teachers and new to the school induction in order to ensure consistency in outcomes for all pupils</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf</p> <p>Within the school, there is currently 1 ECT and 3 recently qualified teachers</p>	1 2 3
<p>Home reading books and topic books to be regularly replenished to ensure pupils access high quality texts across the breadth of the curriculum</p> <p>Teacher training to embed the teaching of the school’s</p>	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure</p> <p>https://literacytrust.org.uk/research-services/research-reports/exploring-literacy-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-their-use-and-access-school-libraries/</p>	1 2 3 4

reading programme will continue to be provided		
Continued implementation of RWInc and ongoing support from our local English Hub for teacher training	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school Implementation of Maths Mastery Reception-Year 2	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1
Teaching Assistant training to enable targeted intervention to ensure effective rates of progress for lowest attaining 20% to catch up quickly	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants TAs delivering targeted interventions in small groups or 1:1 show a positive impact on rates of progress when delivered in a structured setting with high quality support and training	1 3
Improve the quality of social and emotional (SEL) learning and in-class support for those most at risk of exclusion SEL approaches will become embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4 5 6

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

Budgeted cost: **£77, 734.99**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of NELI (Nuffield Early Language Intervention) and Launchpad in Early Years to improve listening, speaking and vocabulary skills for disadvantaged pupils</p> <p>Additional time for Speech and Language therapist</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Providing a blend of mentoring, booster groups and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5

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

Budgeted cost: **£31, 443.45**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: theatre visits and other school trips, subsidised residential visits for those in receipt of the pupil premium grant	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Subsidised extended day, including After-School Club, Breakfast club and extra-curricular club offer for disadvantaged pupils	Before and after school programmes with a clear structure, a strong link to the curriculum, and well qualified staff are more clearly linked to academic benefits than any other types of extended hours provision (EEF 2021)	4 6
Therapeutic support; including yoga and 1:1 art/drama therapy	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf Early identification and access to specialist support services forms part of the school's wider approach to supporting pupils' mental health and wellbeing	5

Total budgeted cost: £ 146, 539

Cost £148, 054.39

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.

In 2022, 30% of pupils nationally at the end of KS2 were considered disadvantaged. At Harrington Hill, 42% of pupils overall were identified as such, with 72% of the Year 6 cohort identified as disadvantaged. Whilst nationally there was a decline in the overall attainment of disadvantaged pupils, with a widening gap index; this was not the case at Harrington Hill where a greater proportion of disadvantaged pupils achieved expected standards in reading, writing and maths when compared to their peers.

Nationally, 43% of disadvantaged pupils achieved RWM combined, with 3% achieving the higher standard. At Harrington Hill, 65.5% achieved RWM; with 13.8% achieving the higher standard.

Whilst, consistently good teaching, tutoring and intervention has seen disadvantaged pupils outperform their peers; they perform less well in achieving the higher standard, with an in-school gap of between 3-7%.

At the end of KS1, 25% of pupils nationally were considered disadvantaged, when compared to 32.1% at Harrington Hill. In reading, writing and maths; disadvantaged pupils at Harrington Hill outperformed disadvantaged pupils nationally, and their peers at both the expected and higher standard.

At the end of Reception and Year 1, a larger proportion of non-disadvantaged pupils achieved a good level of development and passed the phonics check respectively. Though performed in line with disadvantaged pupils nationally. Continued investment in comprehensive phonics and language programmes, as well as speech and language therapy are vital to improve overall attainment.

A continued programme of investment in quality resources and training to facilitate teaching and learning in reading has resulted in a greater proportion of pupils at expected standards.

Attendance for disadvantaged pupils over the 3-year period from 2019 – 2022 was lower than that of their peers. The gap has increased and continues to require consistent monitoring and joint working with other professionals to narrow the gap.

Therapeutic support sessions provided by a drama therapist were accessed by disadvantaged pupils to support mental health and wellbeing. Additionally, SALT, specialist SEND teachers and EYFS language interventions were provided.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.