

# Pupil premium strategy statement Harbury CE Primary School

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Harbury CE Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	11% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	L Bosley
Pupil premium lead	L Bosley
Governor / Trustee lead	S Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,380
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,150

# Part A: Pupil premium strategy plan

## Statement of intent

At Harbury CE Primary School our belief is that all pupils love, learn and grow together. Our high expectations are matched by an aspirational, bespoke curriculum; well trained staff; and families are supported to match the ambitions we have for our children. We believe that all children should have the opportunities to achieve all they can. Sometimes barriers can get in the way that prevent children from achieving this. Our ambition is to seek out these barriers and knock them down. Whether it be attendance or lack of a quiet space to complete homework. We get to know our families well through building relationships. We know that family situations can be difficult but we know the value of attending school each day and giving all pupils the opportunity to excel in a safe and secure setting.

Our focus for our vulnerable families is to provide an emphasis on the key skills- phonic knowledge and early reading, maths fluency, building key English skills including sentence structure and a focus on building spelling strategies. We also understand the importance of Social, Emotional Mental Health (SEMH) support for children and families. Our SENCo is highly experienced and has exceptional knowledge of our families here in Harbury. Additionally, we employ a learning mentor to support the SEMH needs of our families.

Our approach is to ensure quality first **teaching for all children with a focus on areas in which disadvantaged pupils require the most support**. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' attainment is lower than expected. This is reflected in the KS2 and KS1 data from 2021
2	Some year groups have a high level of disadvantaged pupils.
3	Disadvantaged pupils' maths fluency is below where it should be.
4	Thrive profiles and teacher observations have shown that there is an increased number of children experiencing anxiety about coming to school, developing and maintaining friendships and accessing work at

	the expected standard. This anxiety hinders children's ability to focus on work in class and to establish and maintain effective friendships
5	There are a number of families who have attendance below 90%. This impacts on the progress these pupils make.

## 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
Raise the % of disadvantaged children across the school achieving EXS in Reading, Writing and Maths.	<p>End of year assessments show that the % of disadvantaged children achieving expected standard and at greater depth in reading, writing and maths across the whole school has risen.</p> <p>Increase the percentage of disadvantaged pupils achieving the Times Table and the phonic screening test.</p>
Ensure that every child receives quality first teaching every day. This will be evidenced through the monitoring cycle and teacher triangulation.	A comprehensive catalogue of CPD support and training accessed by teachers and teaching assistants. This will lead to improved achievement in reading, writing and maths.
Vulnerable children attend school regularly.	Increase attendance of vulnerable children to 90%+
Pupils access a wide range of enrichment experiences both in and out of school Children have the necessary skills, vocabulary and support to enable them to manage SEMH issues, including anxiety.	<p>The THRIVE programme is used by all staff and all children who would benefit from it are identified and regularly supported.</p> <p>THRIVE assessments show that key children are making progress.</p> <p>All staff have received annual training in supporting SEMH issues, following a restorative approach to behaviour.</p> <p>The PSHE curriculum supports all children to develop the vocabulary and skills to express emotions and manage feelings.</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 All staff trained and upskilled in Thrive. 1 Leader Trained £1000, 2 Practitioners Trained: £2500

Cover cost for Thrive practitioners/ time for Thrive practitioners to complete their training £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce THRIVE programme across the whole school. Train two members of staff to become a THRIVE practitioner.	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) <a href="https://www.thriveapproach.com">https://www.thriveapproach.com</a> 1,2,3,5,6	1,2,3,4,5
Quality first teaching is a priority on SIP & PM target for all teachers. Developed through regular CPD & mentoring. Teachers to check-in 3x per lesson with PP.	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="#">education/high-quality-teaching</a>	1,2,3,
Phonics, reading and maths workshops delivered to support parents in how to support their child with reading at home.	Workshops for all parents/carers. Target specifically disadvantaged groups to attend workshops. Reading is prioritised with these groups of children. This supports reading at home and will improve parent and pupil engagement with home reading. Close monitoring allows early intervention. <a href="#">education/oral-language-interventions</a>  To promote reading in Year 4 with reading ambassadors. Target disadvantaged pupils to lead this reading group.  There is consistent evidence that reading to young children and encouraging them to	1,2,3

	<p>answer questions and talk about the story with a trained adult, is an effective approach. Several studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p><a href="#">/early-years-toolkit/communication-and-language-approaches</a></p>	
<p>Enhancement of maths teaching for maths in KS2</p> <p>RWInc training for key staff to support writing development.</p> <p>Developing a whole school approach to writing.</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Whole school approach and strategies to develop writing transcription and fluency to develop stamina. Pupil confidence developed through consistent approach.</p>	1,2,3
<p>Regular assessment points and 1:1 pupil progress meetings between teacher &amp; HT ensures interventions are put in place.</p>	<p>Professional discussions during pupil progress meetings ensure progress is maintained, interventions are impactful and gaps are closed.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3,

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

Budgeted cost: TA interventions 5x afternoons a week £10,000

TA Interventions 3 afternoons a week £3000

Counselling sessions £150

Trips/wraparound and clubs £500

Purchase of apps Jigsaw/Nessy £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual & group targeted intervention delivered by experienced teacher or TA	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2
RWInc additional staff to allow personalised groupings.  Additional phonics sessions targeted at disadvantaged pupils and smaller groups.	Targeted phonics groups and interventions have a robust evidence base indicating a positive impact on pupils, particularly from a disadvantaged background. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,
Purchase web apps <ul style="list-style-type: none"> <li>• <i>Nessy</i></li> <li>• <i>Jigsaw</i></li> </ul>	Parental engagement has a positive impact on pupil progress and helps to avoid widening attainment gaps <a href="#">education-evidence/parental-engagement</a>  Evidence that technology approaches are beneficial for writing and maths practice and engage pupils at home and in school. <a href="#">education-evidence/digital</a>	1,2,3,4
Subscribe to STS to support specialist assessments and action planning.	Specialist teachers assess needs and train staff in school, therefore upskilling them and increasing their knowledge.  High quality small group interventions <a href="#">education/oral-language-interventions</a>	1,2,3,4

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

Budgeted cost: Learning Mentor employed £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor employed for:</p> <ul style="list-style-type: none"> <li>• Behaviour support</li> <li>• Restorative approaches</li> <li>• Nurture sessions</li> <li>• Parental support</li> <li>• Mental Health</li> <li>• Social &amp; emotional skills development</li> <li>• Wellbeing</li> </ul>	<p>Social and emotional skills support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>This will also improve attendance of vulnerable groups.</p> <p><a href="#">education/3-wider-strategies</a></p>	1,2,3,4,5
<p>Counsellor to support social, emotional and well-being.</p>	<p>Improve self -management of emotions and interaction with others. Has a positive impact on attitude to learning and social relationships which supports progress and attainment.</p> <p><a href="#">Social and Emotional Learning.</a></p>	1,2,3,4,5
<p>Introduction of the Thrive Approach, a developmental and trauma sensitive way of meeting the emotional and social needs of children. Training of 2 Thrive practitioners</p>	<p>The staff have the tools and training to support children's social and emotional development which results in fewer disruptions in class and improved academic results.</p> <p><a href="#">Social and Emotional Learning.</a></p>	1,2,3,4
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Cost wrap around care for extremely vulnerable PP.</p> <p>Reduction in cost of trips for PP.</p> <p>Residential trip cost is reduced for PP</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p><a href="#">education-evidence/physical-activity</a></p>	1,2,3,4,5

Sports clubs promoted to PP are encouraged to attend.	Sports participation increases educational engagement and attainment.	
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**Total budgeted cost: £42,150**



## 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 Autumn Term 1 2022-23 academic year.

Outcome 1 (accelerated progress) = Teaching from EYFS to Year 6 was judged as 'good' or better. Year 2 staffing was severely disrupted with the class teacher being replaced twice between September and April. The disruption of Covid continued to impact progress across the school and staffing challenges meant that interventions had less impact. Percentage of children in receipt of PP who achieved ARE at the end of the year average across reading/writing/maths):

- Year 1 – 67%
- Year 2 – no PP
- Year 3 – 40%
- Year 4 – 100%
- Year 5 – 43%
- Year 6 – 40% (Reading only)

Outcome 2 (higher attendance) = Persistent absenteeism of PP students fell from 38% to 29%.

Outcome 3 (emotional needs) = Learning Mentor continued to support children's SEMH. CPD on supporting emotional dysregulation has enabled staff to feel more equipped to deal with challenging behaviour. Behaviour policy re-established and adapted to suit. More TA time dedicated to supporting children either in a 1:1 capacity or with movement breaks and regular check-ins. Some children use the language from Zones of Regulation to discuss their emotional well-being and the embedded PSHE scheme supports building a better understanding of their changing emotions and challenges they may face.