# Pupil premium strategy statement – Harold Wood Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 645 |
| Proportion (%) of pupil premium eligible pupils | 15.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2023 - 2026 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Mr Stuart Fryd |
| Pupil premium lead | Mrs Siobhan Hopkins |
| Governor / Trustee lead | Mr Greg Brome |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 159,840 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £4,278 |
| 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* | £164,118 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Harold Wood Primary School, we believe that children should not disadvantaged due to the financial stability of their family.  Harold Wood is fast becoming a diverse community with children from a broad range of socioeconomic backgrounds. Although we recognise that the number of children eligible for free school meals is relatively low, this masks the true deprivation that many of our families experience. This includes the complexities brought about by: deprived housing, temporary housing, those seeking refuge, and the lack of stability brought about by privately rented housing. Many of our children have limited experiences outside their home environment with their families and their cultural deficit is a barrier to their understanding of the world around them.  We recognise that education is a key to escaping poverty, so we work to ensure that every child achieves the highest possible academic standards to support them in accessing a wide range of life choices in the next stage of their education. At their point of entry, children now often join our school with little English. Limited proficiency in their home language often impedes our children’s ability to learn age appropriate English. In addition, many of our English speaking pupils also have some level of vocabulary deprivation. We want our children to compete with their peers both nationally and internationally and we recognise that proficiency in the English language is a key factor in enabling this to be realised. Developing language competency therefore underpins our whole school curriculum design and delivery. This starts in reception with intense phonic input through Read, Write, Inc. and our onsite, full-time speech and language theorist who works predominantly with children in reception and year 1. Phonics continues up into year 3 and is supplemented with our onsite, full time EAL leader who works to support children with their language skills as well as training and upskilling teachers and staff.  Planned learning is underpinned by clear school expectations about the vocabulary that children need to know and understand in each subject area at each stage of their learning. By delivering our curriculum through a cross curricular approach, our children learn and use vocabulary in a variety of meaningful contexts. The social, emotional and educational impact of the pandemic has affected all children in different ways. We want our children to be socially adept and confident, emotionally resilient and to close their learning gaps rapidly so that they are enabled to take advantage of future opportunities.  Through curriculum design, our children benefit from regular crucial opportunities to work together to achieve a common goal, enabling them to develop and secure the social skills they have missed through enforced isolation. We plan opportunities for children to develop higher order communication skills, such as the ability to explain their thinking and argue their point of view, so that they are confident in a variety of situations. The wellbeing of our children is central to our curriculum. We give the time to explore worries and children’s emotional responses to their past experiences, enabling them to be stronger in the present and the future. We support our children to identify a suitable proportionate response to emotionally challenging situations and build resilience. High quality first teaching across the curriculum enables our children to make the best possible progress and reduce the gaps created by a pandemic.  Staff training supports quality outcomes for all children. Our curriculum delivery builds on what children already know and understand. Teachers go back to address gaps in curriculum content so that children have a secure understanding before moving forwards.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve   This statement details our school’s use of pupil premium (and recovery 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 moving forward. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Oral language skills and vocabulary among disadvantaged pupils. |
| 2 | Phonics outcomes |
| 3 | Y2 and Y6 outcomes in Maths (Expected Standard) |
| 4 | Y2 outcomes in Reading (Greater Depth Standard) |
| 5 | Y2 outcomes in Writing (Greater Depth Standard) |
| 6 | Y6 outcomes in all areas (Greater Depth Standard) |
| 7 | Writing outcomes at the expected standard across KS2 |
| 8 | Providing pupils with a broad cultural capital and improving equity for all pupils |
| 9 | Higher percentage of emotionally vulnerable children |

## 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.

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| Intended outcome | Success criteria |
| Pupils oral language and use of vocabulary will be in-line with their peers nationally | Speech and language teacher continues interventions, training and support  Children make rapid progress through S&L programmes  EAL TA continues interventions, training and support  Children with EAL make rapid progress |
| Increase the percentage of disadvantaged pupils who pass the Y1 phonics screening check | Continued investment in RWI resources and staff training  Phonics Leader weekly monitoring  Rigorous phonics tracking every 6 weeks  Regular reviews of pupil progress  Children in appropriate phonics sets  Children have appropriately matched reading books |
| Increase the percentage of disadvantaged pupils who achieve the expected standard in maths at the end of KS1 and KS2 | Staff fully aware of disadvantaged pupils within their classes and teaching groups  Regular reviews of pupil progress  Teacher CPD  Revision materials provided for yr 6 |
| Increase the percentage of disadvantaged pupils who achieve the greater depth standard in reading and writing at the end of KS1 | Staff fully aware of disadvantaged pupils within their classes and teaching groups  Regular reviews of pupil progress  Teacher CPD |
| Increase the percentage of disadvantaged pupils who achieve the greater depth standard in all areas at the end of KS2 | Staff fully aware of disadvantaged pupils within their classes and teaching groups  Regular reviews of pupil progress  Teacher CPD  Revision materials provided for yr 6 |
| Improve standards in writing across all years | Staff fully aware of disadvantaged pupils within their classes Focused interventions Regular reviews of pupil progress Teacher CPD |
| Increase cultural capital and ensure equity for all | Disadvantaged pupils targeted for cost incurring clubs, activities and music lessons |

## 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: £59,840

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics Training through R.W.I. – all staff | Research driven phonics programme and government approved.  Progress measured every 6 weeks shows rapid impact. | 2, 1 |
| Reading Training – teachers and HLTAs | Whole Class reading and interventions based on current research and advice from EEF.  Assessment data shows that our reading strategy is having a quick impact with PP children making. i.e. 6.9 points last year compared to 6.1 points progress in reading for all children. | 4, 6 |
| Mathematics Training – teachers and HLTAs  (1 whole day maths training with maths consultant and 2 inset days) | Research shows that staff training and continuous CPD has a high impact on child outcomes. Observations in school have shown more engaging lessons. Progress outcomes also show impact. | 3, 6 |
| Writing Training – teachers and HLTAs | Research shows that staff training and continuous CPD has a high impact on child outcomes. Observations in school have shown that there is greater stretch and challenge for higher attaining children with all children being pushed through greater expectations and improved modelling. Progress outcomes also show impact. | 5, 6, 7 |
| Writing Moderation Sessions | Moderation between classes, years and with other schools show strengths as well as areas that the school, teachers or individuals can improve on. | 5, 6, 7 |
| ECT and new to school training | ECT shows progress against standards. | 1,2,3,4,5,6,7 |
| Leadership Training – Year Group Leaders (5 sessions with leadership consultant) | Leadership training has shown that monitoring of standards is more accurate and robust when designated to yr group leaders.  Teachers have more regular supportive visits to lessons to improve teaching and learning. | 3,4,5,6 |
| Leadership Training – SLT – 6 sessions with HES. | Research has shown that Leadership training can have the greatest impact on children’s outcomes long term.  Evidence has shown that strategies as a result of the training are impacting outcomes. | 8 |

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

Budgeted cost: £90,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Interventions  Carried out by TAs for small groups and individuals across the school | Evidence shows that fluid interventions tailored to the needs of the group or individual closes gaps. Our tracking data along with entry and exit intervention data shows that children focused for intervention make better than progress to close gaps. | 1,2,3,4,5,6,7 |
| **Phonics interventions**  All new books were bought for EYFS and KS1 to support all children by matching books to children’s daily learning and backed-up by 6 weekly phonic assessments.  The Phonics leader assesses each child individually every 6 weeks over a week out of class.  Phonics teaching is split 12 ways plus children that access early talking with the speech and language teacher. | 6 week assessments regularly show us the children progress are making. The dozen phonics groups that are carried out mean that children regularly move groups each six weeks to ensure that children are being pushed and challenged at a suitable standard as assessment data shows. | 2 |
| **Speech and Language interventions** | Speech and language intervention data shows the progress children are making. | 1 |
| **Reading Interventions & Whole Class Reading Strategy** Every child now has a copy of their class book to take home and read (new one each half term). This is read and discussed in class with the teacher allowing lower attaining children to access books, themes authors and a depth of inference beyond their reading age. | End of term assessment data has shown the progress that children have made in reading. | 4,6 |
| **Writing Interventions** | Evidence shows that fluid interventions tailored to the needs of the group or individual closes gaps. Our tracking data along with entry and exit intervention data shows that children focused for intervention make better than progress to close gaps. | 5 |
| **Maths interventions** | Evidence shows that fluid interventions tailored to the needs of the group or individual closes gaps. Our tracking data along with entry and exit intervention data shows that children focused for intervention make better than progress to close gaps. | 3 |
| **Engaging with the National Tutoring Programme.**  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. | Tuition groups carry out regular assessments to show the impact they have for children. | 1,2,3,4,5,6,7 |

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

Budgeted cost: £ £10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Home/School Support Worker | Soft data and data from child surveys shows the impact that having a trusted adult in school can have to quickly settle and return to learning | 9 |
| Weekly safeguarding/ wellbeing meetings – leaderships team, SENCo, attendance officer | These meetings are important to address new or existing issues which have led to strategies that improved attendance, wellbeing etc. | 9 |
| Targeted places for disadvantaged pupils at cost incurring clubs and activities | Uptake for PP children in before or after school clubs have increased. We manage to run most sporting clubs for no fees at all meaning that money is not a barrier to attendance. | 8,9 |
| Trips, residential visits and cultural capital opportunities | Funding or support is given to help all children attend non-curriculum events. All contributions to curriculum events are voluntary, | 8 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. E.g. helping with school uniform, emergency transport for families to support them attending school in the case of having to relocate suddenly) | Potentially all |

**Total budgeted cost:** £159,840