# Harcourt Primary - Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Harcourt Primary School |
| Number of pupils in school | 197 |
| Proportion (%) of pupil premium eligible pupils | 26.23% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 to 2023 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Anthony Silk |
| Pupil premium lead | Nicola McGlone |
| Governor / Trustee lead | Hannah Cotton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £69,656 |
| Recovery premium funding allocation this academic year | £15,408 |
| 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 | £85, 064 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Objectives for disadvantaged pupils:   * To provide tailored and supported quality first teaching so that children meet their potential * To provide teaching, learning and intervention which diminishes differences in learning and achievement * To ensure that children access the full range of school experiences and activities in line with their peers * To overcome specific barriers for children to ensure that they can access and be successful in their learning.   How the plan works towards achieving those objectives:   * Staffing structures and learning groups to ensure that teaching and learning can be carefully adapted to meet children’s needs * Teaching and learning and targeted intervention focused on phonics, reading, fluency and application in Maths * Support for children to access every aspect of the school day through the wider work of the school – attendance support, wrap-around care, financial support and social and emotional intervention and support * Staffing structures and tailored support for learning and social and emotional barriers for school and to learning.   Appropriate resourcing for this support Key Principles of the Strategy Plan:   * Inclusivity – quality first teaching * Appropriate resourcing, staffing and staff training * Academic success through targeted teaching and learning * Social, emotional and well-being support * Support for families |

## 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 | Observations of children show that there are significant barriers to learning involving Social and Emotional needs including attachment difficulties resulting 3 from long periods of home-schooling. This is resulting in some cases of low attendance. |
| 2 | Due to the effects of lockdown, the children are showing limited acquisition of language, as well as a limited vocabulary and lower levels of reading. |
| 3 | Despite good quality remote education, lack of participation has had adverse effects on children’s education with significant knowledge gaps for disadvantaged pupils in reading, writing and maths. |
| 4 | To recover on lost learning opportunities and pupil’s development, reconnect with routines and expectations and re-establish a focus on resilience for all. |
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## 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 |
| Improved vocabulary and reading levels across the school. | With modelling language, and ‘word of the week’, children to be able to focus on language acquisition. This in turn will support their reading comprehension. Focus to be made on children’s reading ability with targeted children to become daily readers.  Ensure high quality reading intervention through targeted use of intervention teaching assistant and BRP. |
| Continue to improve attendance and decrease persistent absence | Improved attendance.  Weekly and termly tracking for all cohorts and pupil premium vulnerable group.  Improved parental engagement. |
| Accelerated progress to be made in writing and maths. | Booster sessions to be offered to children with gaps in maths.  Writing interventions and support to be offered for children who have been targeted as needing support. |
| Improved wellbeing of the pupils to enable them to access learning and extra-curricular opportunities | Utilise the expertise of the Family Officer, alongside external partners to support pupil’s mental, physical and health wellbeing so that they have the capacity to engage with the learning and extra-curricular opportunities on offer. School Counsellor sessions to be increased. |

## 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: £35,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD to be given to all members of staff with a particular emphasis on support staff training on current strategies to support maths and reading | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 2, 3 |
| Continue to develop high quality teaching and wellbeing support that focuses on language development, feedback and metacognition | Junior Language Link/Speech Link.  GL assessment  Online Boxhall Profiling | 1, 3 & 4 |
| Purchase of standardised diagnostic assessments (NFER and TestBase). Training for staff to ensure assessments are interpreted and administered correctly | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests) | 2, 3, 4 |
| Further development of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | 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](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2, 3, 4 |
| Parental and emotional support from a newly appointed FLO | A key difficulty for our families is parental mental health. This has a significant impact on the children’s attendance and general well-being | 2,3, 4 |

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

Budgeted cost: £38,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Creation on a new KS2 Intervention Teaching Assistant who will deliver high quality intervention.  Additional Booster Teaching for targeted pupils | 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:  [EEF One to One Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [EEF Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2, 3 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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:  [EEF Phonics Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 3, 4 |
| Training and delivery of the 1st Class Number Intervention | https://educationendowment foundation.org.uk/public/files/ Publications/Pupil\_Premium\_ Guidance\_iPDF.pdf | 2, 3, 4 |

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

Budgeted cost: £13,400

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Family Support Officer- Able to identify and support families and children and work to alleviate barriers to learning.  Vulnerable children to be highlighted and supported through nurture based activities. | Improved social and emotional wellbeing for PP children and other vulnerable pupils. Parents supported with SEMH issues that arise. | 1, 4 |
| Increase support for identified pupils by introducing Draw and Talk and Play Therapy Sessions. | Improved well-being and outcomes for pupils | 1, 4 |

**Total budgeted cost: £86,400**

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |