

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The John Harrox Primary School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	(51) 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mr D Pilsworth
Pupil premium lead	Mr D Pilsworth
Governor / Trustee lead	Ms I Slator

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,295
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23,169
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	£107,279

Part A: Pupil premium strategy plan

Statement of intent

At The John Harrox Primary School, our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve well across all subject areas. When making decisions about using Pupil Premium our aim is to ensure that our disadvantaged pupils also achieve this goal. The ultimate aim being that the attainment gap between disadvantaged and non-disadvantaged pupils is diminished.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. These may include: less support at home, weak language and communication skills, lack of confidence, limited access to technology to support learning, poor attendance and issues around behaviour. The challenges are varied and there is no “one size fits all”. Our approach is responsive to the common challenges we experience and individual needs.

High quality teaching and support is at the core of our provision. 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. To achieve this as a school we will endeavour to:

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point the need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes, raising expectations of what they need.

As a school, we recognise that we are still experiencing impact from lost learning during the covid pandemic. Targeted intervention is directed to supporting pupils whose education was most affected, including non-disadvantaged pupils. Our data analysis shows that by the end of KS2 pupils outcomes in maths continues to be most affected and so this is therefore a major focus for the school.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through rigorous analysis of data. Class teachers will identify, through class pupil premium information, specific intervention and support for pupils which will be reviewed termly. We will act promptly upon this information to address the issues identified.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access quality provision from appropriately trained adults. Strategies may change dependent upon the developing needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in writing, reading, maths and phonics. End of 2023 assessments indicated that there were some gaps in specific year groups between PP and non PP children in attainment in reading, writing, maths and phonics. Although most of these were not hugely significant and statistically is impacted by the relatively small number of PP children in each year group, it is also noted that the attainment gap needs to decrease. However there are still some children from both PP and non PP groups who are under achieving. Maths needs to be a particular focus with the general school data in this subject being below the national average at the end of KS2 and in other indicators such as the Y4 multiplication check. KS1 results in maths appeared strong. In addition, the phonic attainment in 2023 was slightly below the national. Further focus in this area therefore also forms part of the school's focus.</p>
2	<p>Low attainment on entry to EYFS. Local deprivation IDACI rating highlights that South Holland is in the top 20% of the most deprived neighbourhoods in the country. Historically, our children have entered reception generally slightly below national attainment and left generally in line. Communication, Language and Literacy aspects in EYFS and through KS1 are identified as areas to support, and the schools continued engagement with the Developing Early Literacy Project will support this. .</p>
3	<p>Phonics Although previously the school has kept inline with national averages for Y1 phonic attainment, we have seen a fall in the phonic outcomes to being slightly below the national and so need to ensure this is reversed.</p>
4	<p>Social, emotional and mental health. The school continues to support children (including PP) with social, emotional and mental health needs. Since the pandemic this appears to have increased and continues to be the case. Their emotional literacy needs support to enable them to access the learning opportunities available to them and also to enable others to fully access learning.</p>
5	<p>Attendance. Attendance has always been a strength within the school even through the recent pandemic period. However, data does show that attendance has been affected through the pandemic period and since. Attendance for 2022-23 although above the national figure is still below the school's pre-pandemic figure. In addition, PP children appear are lower than the schools average. Low attendance impacts negatively on the academic achievement of these pupils.</p>
6	<p>Wider opportunities A number of children of children have limited life experiences due to lack of funds so it is important that they have the opportunity to participate in as many of the school events as possible. It has also been recognised that there has been an increase in the number of pupils/families eligible for FSM and therefore fall into the PP group. The current cost of living crisis puts further pressure on families in general (even those who fall outside of the usual PP groups). School will therefore subsidise these visits, where possible, enabling them to</p>

	widen educational opportunities and impact positively on achievement and engagement.
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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.

Intended outcome	Success criteria
Improve attainment in EYFS Communication, Language and Literacy 1	To see improvement in the communication, language and literacy aspects with the gap between the PP and non-PP narrowing.
Improve outcomes in Reading	For attainment to continue to be at least in line with the national at age related and greater depth. For the gaps in achievement between PP and non PP children to have narrowed.
Improve outcomes in Writing	For attainment to continue be at least in line with the national at age related and greater depth. For the gaps in achievement between PP and non PP children to have narrowed.
Improve outcomes in Maths.	For the outcomes for all children at the end of KS2 to be in line with the national averages at age related with a focus on the fluency, arithmetic aspect of maths.
Improve outcomes in Phonics.	Following last year's Y1 phonic outcomes, focus upon phonic provision to bring outcomes closer to those in previous years with are target of at least 80% meeting the expected standard (PP and non-PP groups).
To sustain improved wellbeing for pupils in school, particularly disadvantaged ones.	Continue the effective use and deployment of the ELSA trained learning mentor to lead to higher levels of well-being demonstrated by pupil voice interviews, lesson observation, engagement in lessons and achievement. Participation in enrichment activities enhances pupils' learning opportunities and engagement.
To improve attendance amongst disadvantaged pupils.	To aim for all pupils at the school to get 97%. Specifically, to focus upon getting PP attendance to 97% and addressing persistent absence in PP pupils.

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: £ 61,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality staff CPD</p> <p>Continued purchase of RWI support package to provide training resources</p> <p>Staff new to the school to access RWI training.</p> <p>Time for phonic lead and English leads to monitor and support staff in the teaching of phonics.</p> <p>English Hub phonic support cover for staff</p> <p>Mental health lead.</p>	<p>High quality staff CPD is essential to follow EEF principles to ensure that the very highest standard of QFT is achieved for all children.</p> <p>All leaders are given release time to develop/research their subject or area of responsibility.</p> <p>RWInc implementation days with release time for the reading lead.</p> <p>In house and external support for subject leaders to ensure the curriculum provision across all subjects is secure. Maths leader to be supported through CPD opportunities and time to monitor and support the teaching of the subject throughout the school.</p> <p>Mental health lead and learning mentor release time to support pupil wellbeing and to [provide release time for involvement in the Lincolnshire Mental Health Support Team initiative.</p>	<p>1, 2, 3</p>
<p>Purchase of standardised diagnostic assessments (GL).</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress </p>	<p>1, 2, 3</p>

	Education Endowment Foundation EEF	
Enhancement of teaching and learning provision to ensure QFT strategies, structured interventions, small group intervention within the classroom supported by TAs and support by learning mentor for emotional wellbeing	<p>Evidence to date is that the effect of our targeted interventions allows the children to return to class settled and able to engage with learning well, despite the challenges they face.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved performance at school and in later life (EEF).</p> <p>The above elements = £56,605</p>	1, 2, 3
Communication, Language and Literacy programme involvement as part of the Lincolnshire project to promote early literacy. CPD, release and management time to implement findings of the research within practice supported by programme leads.	<p>High quality staff CPD is essential to follow EEF principles to ensure that the very highest standard of QFT is achieved for all children. (£250x15)</p> <p>Teacher release for different projects including RWI - £5000</p>	

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

Budgeted cost: £12,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support utilising the extra staff to provide:</p> <p>Pre-teach, Scooping, Verbal Feedback. Phonics groups, In class support provided by teaching assistants</p>	<p>Sutton Trust has found that effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. By effective use of high quality teaching this will diminish the difference between those disadvantaged children.</p> <p>Pre-planned and immediate scooping can be facilitated according to need. Results from EEF trials prove that effects of TA led intervention upon learning is broadly positive.</p>	1, 2, 3

<p>Additional TA hours for extra support.</p> <p>Teachers tutoring in KS2 and 1 to 1 support high quality catch-up provision.</p> <p>Maths and phonic clubs to support children falling behind</p>	<p>Whilst historically children have made good progress, since COVID measures have been in place, we have noted the reduction in those achieving ARE or higher across most year groups. In order to address these gaps and shortfalls we have invested heavily in additional staffing as outlined in the previous column. Using a range of interventions and high quality support, these adults are timetabled to support the most vulnerable children.</p> <p>Targeted phonics interventions are more effective when delivered as regular sessions over a longer period</p>	
<p>Small group subject interventions implemented by TAs, HLTAs and teachers.</p>	<p>Targeted phonics interventions are more effective when delivered as regular sessions over a longer period</p> <p>Above sections £9,674</p>	<p>1, 2, 3</p>
<p>Enhancement of Maths teaching and curriculum planning in line with DfE curriculum guidance - master maths programme focus on early fluency in maths.</p> <p>Establishment of daily fluency sessions</p> <p>Establishment of year group maths teaching in KS2 supported by the resourcing of TAs to support the teaching of maths in these new groups (school is generally organised as mixed aged classes).</p> <p>Additional teacher to support teaching of Y6 pupils in smaller groups.</p>	<p>DfE, EEF and NCTEM reports have been considered in conjunction with the White Rose scheme to develop a coherent to approach to mathematics across the school.</p> <p>Pupils need a sound understanding of number bonds and timetables to free their working memory to successfully apply them to more complicated operations. Daniel Willingham states “Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.”</p> <p>Data analysis showed that pupils needed further support with fluency and to facilitate this the successfully applied to be part of the master maths programme through the maths hub.</p> <p>(12x£250) = £3,000</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor supporting emotional and well being	The school was aware of an increasing number of children who were struggling to settle due to social and emotional issues. Covid exacerbated the effects of bereavement and isolation. This was impacting upon their achievement.	3, 4
<p>Office attendance lead time for monitoring and preparing reports/letters. Continued training and development of office attendance officer and attendance lead. Review and embed new attendance policy in line with updated guidance</p> <p>Early help set up as required. Letters home to parents for identified children. Attendance lead to monitor. Headteacher aware of attendance trends and issues. Weekly reports analysed and acted upon.</p>	<p>Approach informed by DfE guidance upon improving school attendance. The particular focus is upon persistent absence children from vulnerable families.</p> <p>EEF rapid attendance intervention evidence.</p>	4
Contingency fund: uniform, enrichment, school trips, residential.	<p>It is important that all children get equal access to residential visits and WOW moments to support the delivery of the curriculum. It is essential for their own well being that they experience different settings before they write about it and teachers plan visits linked to topics they are studying. It is therefore essential that we support disadvantaged children's parents with the cost of trips.</p> <p>As school has a uniform policy, costs for disadvantaged pupils would be covered to ensure they have a sense of belonging in the school community.</p>	5

	Low income families struggle to meet the costs of wrap-around childcare costs.	
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Total budgeted cost: £ 107,279

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.

		PP						Non PP						
		No. Be-low	% Be-low	No. National Ex-pec-tation	% Na-tional Expec-tation	No. Mas-tered	% Mas-tered		No. Be-low	% Be-low	No. Na-tional Ex-pec-tation	% Na-tional Expec-tation	No. Mas-tered	% Mas-tered
Year 6	Read-ing	4	57.1	3	42.9	0	0		4	12.1	23	69.7	6	18.2
	Writ-ing	2	28.6	5	71.4	0	0		4	12.1	22	66.7	6	18.2
	Maths	5	71.4	2	28.6	0	0		9	27.3	18	54.5	6	18.2
Year 5	Read-ing	3	42.9	4	57.1	0	0		10	32.3	11	35.5	10	32.3
	Writ-ing	4	57.1	3	42.9	0	0		11	35.5	12	38.7	8	25.8
	Maths	4	57.1	2	28.6	1	14.3		8	25.8	15	48.4	8	25.8
Year 4	Read-ing	5	62.5	3	37.5	0	0		9	28.1	15	46.9	8	25.0
	Writ-ing	6	75	2	25	0	0		12	37.5	16	50	4	12.5
	Maths	6	75	1	12.5	1	12.5		4	12.5	22	68.8	6	18.8
Year 3	Read-ing	3	50	2	33.3	1	16.7		12	41.4	13	44.8	4	13.8
	Writ-ing	4	66.7	1	16.7	1	16.7		13	44.8	12	41.4	4	13.8
	Maths	3	50	2	33.3	1	16.7		9	31	12	41.4	8	27.6
Year 2	Read-ing	5	71.4	1	14.3	1	14.3		6	26.1	13	56.5	5	21.7
	Writ-ing	4	57.1	2	28.6	1	14.3		5	21.7	12	52.2	5	21.7
	Maths	5	71.4	2	28.6	0	0		3	13	12	52.2	6	26.1
Year 1	Read-ing	5	50	4	40	1	10		4	13	18	60	8	27
	Writ-ing	5	50	4	40	1	10		8	27	14	47	8	27
	Maths	5	50	3	30	2	20		4	13	17	57	9	30
	Phon-ics	4	40	6	60				6	20	24	80		
EYFS	GLD	3	75	1	25				8	25	24	75		

The table shows the attainment outcomes for the end of the 2022/23 academic year based on the End of Key Stage results and Teacher Assessment (TA) for those year groups where there are not statutory assessments. The data shows the outcomes for the two groups PP and non-PP in reading, writing and maths.

The comparatively low number of pupil premium pupils in each year group makes making a statistical comparison between the pupil premium (PP) and non-pupil premium (non-PP) groups difficult. For example, one child can represent up to 25% of the group for the pupil premium group. In addition, when comparing attainment between the two groups other considerations also need to be taken into account. For example, in one group 75% of the children had SEND including a child with an EHCP. The PP group often includes a disproportionate number of children with SEND whose attainment is below the age-related expectation. Other aspects mirror the patterns seen for the non-PP group. For example, as a school we recognise the need to improve the general attainment for our maths outcomes, this has been identified as an area for school improvement for the current year to impact on all pupils.

The proportion of children meeting age related and greater depth with the PP group is being targeted for further improvement as it is recognised that generally patterns show lower attainment scores in these areas when compared to the non-PP group.

The training provided for phonics teaching (RWInc) has continued with a much greater focus on the routine monitoring and development of phonic teaching. With this being followed up with the intervention days through this year, the consistency of our phonic teaching, and targeting of support for children is much sharper and having greater impact.

Our learning mentor has supported children and families in wider mental health and wellbeing matters. Pupils are well supported in school behaviourally and emotionally. Attendance for the school, although lower than usual years, has maintained its position above the national figures. This support should be further enhanced with our early adoption of the Lincolnshire Mental Health Support Team, working in school from this year.

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

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:

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)

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.