

Pupil premium strategy statement

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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**

Detail	Data
School name	The John Harrox Primary School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	(32) 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr D Pilsworth
Pupil premium lead	Mr D Pilsworth
Governor / Trustee lead	Mr Andrew Hoyles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,150
Recovery premium funding allocation this academic year	£4,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,819
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	£77,324

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

Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Gaps in writing, reading, maths and phonics. End of 2021 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 it is also noted that the attainment generally in these subject

	areas has been affected through the covid-19 pandemic and there are children from PP and non PP groups who are under achieving based on their prior attainment.
2	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. Recent baseline assessment and observations show that the children appear further behind on entry than in previous years, particularly in Reading, Writing, CL, PSED and Understanding the World.
3	Social, emotional and mental health. Some children including those in the PP group have found it difficult to settle back into school routines. 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.
4	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 including during recent terms. Although statistically the PP group does not fall behind attendance of the non PP group there are individuals across the school whose attendance has been affected. This impacts negatively on the academic achievement of these pupils.
5	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. School will therefore subsidise these visits, where possible, enabling them to widen educational opportunities and impact positively on achievement and engagement.

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 to bring GLD closer to national attainment.	Bring our GLD closer to the national average with a specific focus upon on the areas identified above.
Improve outcomes in Reading	At least 75% of children achieve the expected standard in KS2 and 75% in EYFS/KS1 reading outcomes with the PP children make progress that is at least in line with their non-disadvantaged peers for writing.

Improve outcomes in Writing	At least 70% of children achieve the expected standard in KS2 and 75% in KS1 writing outcomes with the PP children make progress that is at least in line with their non-disadvantaged peers for writing.
Improve outcomes in Maths.	At least 70% of children achieve the expected standard in KS2 and 80% in KS1 Maths outcomes with the PP children make progress that is at least in line with their non-disadvantaged peers for writing.
Improve outcomes in Phonics.	Focus upon phonics provision to bring outcomes closer to those in previous years with are target of 80% meeting the expected standard (PP and non-PP groups).
To sustain improved wellbeing for pupils in school, particularly disadvantaged ones.	Continued 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 95%. Specifically, to focus upon getting PP attendance to 95% 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: £ 11,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality staff CPD Mental health lead training.	High quality staff CPD is essential to follow EEF principles to ensure that the very highest standard of QFT is achieved for all children. All leaders are given release time to develop/research their subject or area of responsibility. WRI training for whole school staff ensure all staff have up to date training in the teaching and understanding of phonics and fidelity to the scheme used by school is maintained. In house and external support for subject leaders to ensure the curriculum provision across all subjects is secure. Training for mental health lead and learning mentor to support children in accessing learning in school	1, 2, 3
Purchase of standardised diagnostic assessments.	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	1, 2, 3
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	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. There is extensive evidence associating childhood social and emotional skills with improved performance at school and in later life (EEF).	1, 2, 3

<p>Enhancement of Maths teaching and curriculum planning in line with DfE curriculum guidance.</p> <p>Following analysis of maths attainment within school, we have successfully been included in the maths hub master maths programme to specifically develop target area of - fluency. Release time for teachers and maths lead as well as purchase of resources.</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. All leaders are given release time to develop/research their subject or area of responsibility.</p>	1, 2, 3

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

Budgeted cost: £36,100

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>Additional TA hours for extra support.</p> <p>Teachers released in KS2 and 1 to support high quality catch-up provision.</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> <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</p>	1, 2, 3

	<p>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>	
Small group subject interventions implemented by TAs, HLTAs and teachers.	Targeted phonics interventions are more effective when delivered as regular sessions over a longer period	1, 2, 3
Enhancement of Maths teaching and curriculum planning in line with DfE curriculum guidance - master maths programme focus on early fluency in maths.	<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>	1, 2, 3

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

Budgeted cost: £ 13,500

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
Training and development of office attendance officer	Approach informed by DfE guidance upon improving school attendance. The particular focus is upon persistent	4

	absence children from vulnerable families.	
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 its 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 has a sense of belonging in the school community.</p> <p>Low income families struggle to meet the costs of wrap-around childcare costs.</p>	5

Total budgeted cost: £ 61,400

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. These are the outcomes of internal assessment based on teacher assessments (TA) for reading, writing and maths. Teachers based their judgments on their assessment of children's class work and tests and assessments they carry out with the children.

The table below shows the attainment outcomes for the end of the 2022/21 academic year based on the TA for the two groups PP and non-PP.

		PP						Non PP					
		No. Below	% Below	No. National Expectation	% National Expectation	No. Mastered	% Mastered	No. Below	% Below	No. National Expectation	% National Expectation	No. Mastered	% Mastered
Year 6	Reading	3	75.0	1	25.0	0	0.0	5	13.9	17	47.2	14	38.9
	Writing	3	75.0	1	25.0	0	0.0	6	16.7	29	80.6	1	2.8
	Maths	2	50.0	2	50.0	0	0.0	9	25.0	20	55.6	9	25.0
Year 5	Reading	3	42.9	4	57.1	0	0.0	6	18.2	16	48.5	11	33.3
	Writing	4	57.1	3	42.9	0	0.0	6	18.2	17	51.5	6	18.2
	Maths	4	57.1	2	28.6	1	14.3	7	21.2	17	51.5	9	27.3
Year 4	Reading	3	42.9	4	57.1	0	0.0	2	6.1	22	66.7	9	27.3
	Writing	6	85.7	1	14.3	0	0.0	9	27.3	21	63.6	5	15.2
	Maths	5	71.4	2	28.6	0	0.0	4	12.1	22	66.7	7	21.2
Year 3	Reading	2	66.7	1	33.3	0	0.0	8	26.7	14	46.7	8	26.7
	Writing	2	66.7	1	33.3	0	0.0	8	26.7	17	56.7	5	16.7
	Maths	0	0	3	100.0	0	0.0	7	23.3	17	56.7	6	20.0
Year 2	Reading	2	33.3	3	50.0	1	16.7	8	24.2	19	57.6	6	18.2
	Writing	5	83.3	1	16.7	0	0.0	9	27.3	20	60.6	4	12.1

	Maths	2	33.3	3	50.0	1	16.7		3	9.1	25	75.8	5	15.2
Year 1	Reading	3	60.0	1	20.0	1	20.0		5	17.2	20	69.0	4	13.8
	Writing	3	60.0	1	20.0	1	20.0		10	34.5	16	55.2	3	10.3
	Maths	3	60.0	1	20.0	1	20.0		6	20.7	18	62.1	5	17.2

Given the situation regarding lockdowns and home learning we were pleased with the outcomes overall. The statistics need to be considered and compared bearing in mind the small number of children in the groups, particularly the PP groups some of which are as low as 3 and rise no larger than 7 in a particular year group. In addition to this the incidence of SEND is not separated due to the small numbers of overall PP children in each year group as this could identify individuals. Generally, the statistics show a fall in attainment which we see as a result of the missed learning through the pandemic. Writing appears to be hardest hit with maths and reading fluctuating between year groups.

Our home learning programme greatly improved through the second lockdown, and this is recognised in feedback from parents through a parental questionnaire. However, it did not fully replicate the daily interaction and ongoing assessment and adaptation to teaching and learning which takes place in the classroom. The school focussed on reading and maths (calculation), with the intention of picking up the writing on the more regular return to learning. Obviously during the periods of remote learning and lockdown PP pupils were not able to access the additional support that had been factored into provision. That having been said the school was praised by parents for its on-line provision.

Our Autumn phonics outcomes (Y2) were good with 85% of pupils overall achieving the expected standard. 66.6% (4/6) of the PP pupils were working at the appropriate level.

We were very pleased that our children coped so well with the return to school and we saw few issues relating to COVID-induced anxieties. We did follow a programme of work specifically designed to ease the return to school (through the Jigsaw PSHE scheme) and staff are vigilant to the emotional and wellbeing needs of the children and with the learning mentor supported where necessary.

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.