

# Harlington Lower School

## Pupil premium strategy statement

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	Harlington Lower School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	23/11/22
Date on which it will be reviewed	September 2023
Statement authorised by	Board of Trustees
Pupil premium lead	Tina Edmonds
Trustee lead	Razika Azim

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,835
Recovery premium funding allocation this academic year	£2,000
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	£17,835

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our Vision**

Our whole school vision is 'Learning for Life,' with all staff and Trustees fully committed to providing high quality education and excellent pastoral care for the whole school community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best that they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential, we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development.

We will endeavour to ensure that any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible in order that these children are not disadvantaged by their personal circumstances.

The targeted and strategic use of pupil premium will support us in achieving our vision.

### **Principles**

- We ensure teaching and learning opportunities meet the needs of all of the children.
- We ensure appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that many of our disadvantaged children are working below age-related expectations. 78% of children receiving pupil premium funding are not working at age related expectation in reading and writing.
2	Our observations show that many families have been impacted by the effects of Covid-19 and the cost of living crisis. Many of our disadvantaged pupils have fewer out-of-school experiences which build their cultural capital. This inhibits their vocabulary and understanding of the world and so is a barrier to learning.
3	Many of our disadvantaged pupils have delayed language skills. This is further impacted by infrequent personal reading/listening to high-quality children's literature.
4	Many of our disadvantaged families have experienced personal challenges and loss.
5	Parent feedback shows that supporting homework can be a challenge.

## 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
1 – For all pupil premium children to make at least good progress (6 points) from their individual starting points in reading, writing and maths. For some pupil premium children to make accelerated progress.	<ul style="list-style-type: none"> <li>Tracking data shows that all pupil premium children make at least 6 points progress from their starting points in reading, writing and Maths.</li> <li>Tracking data shows that some pupil premium children make more than 6 points progress in reading, writing and Maths.</li> </ul>
2 – For all pupil premium children to have out of school experiences to build their cultural capital.	<ul style="list-style-type: none"> <li>100% of PP children will take part in trips and a range of extra-curricular activities.</li> </ul>
2 – The quality of curriculum and learning experiences is consistently good or better. Evidence shows a positive impact on pupils' cultural capital.	<ul style="list-style-type: none"> <li>The sequence of the curriculum is good in all areas by 23/24.</li> </ul>

	<ul style="list-style-type: none"> <li>• Observations and work scrutiny show consistently good provision for all children.</li> <li>• 100% of disadvantaged pupils will take part in a range of experiences including talking with visitors and trips.</li> <li>• 100% of disadvantaged pupils access a club during the school year.</li> </ul>
3 – Language skills for PP children improve.	<ul style="list-style-type: none"> <li>• Pupils’ reading levels indicate good progress from their starting points.</li> <li>• Pupils make good progress in reading (at least 6 steps), as tracked by National Curriculum standards.</li> <li>• Pupil voice indicates an increase in a love of reading.</li> <li>• Observations show increased language skills.</li> </ul>
4 – Families feel supported.	<ul style="list-style-type: none"> <li>• Families access specific support.</li> <li>• Parent voice indicates that support has been valuable.</li> <li>• Pupils access bereavement support.</li> </ul>
5 – Children receive parental support with homework.	<ul style="list-style-type: none"> <li>• Parent feedback indicates that parents feel more confident in supporting their children with their homework at home.</li> <li>• Parent feedback indicates that homework routines are in place.</li> </ul>

## 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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and in class intervention to support children to make good progress from starting points.	The Educational Endowment Foundation (EEF) states that research shows that high quality teaching can narrow the disadvantage gap. <a href="https://www.educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

SLT to lead curriculum CPD for subject leaders to improve quality of education across the school.	Ofsted's reviews show that a strong curriculum is the underpinning of strong outcomes. <a href="http://www.gov.uk">Curriculum research reviews - GOV.UK (www.gov.uk)</a> According to Ofsted, what is most crucial for a quality education is, quite simply, <b>whether pupils are gaining the knowledge they need to achieve the goals of their education.</b> Without this knowledge being identified, quality education cannot occur.	1,2,3
Work with the Maths Hub to raise quality of teaching and learning in Maths.	The Maths Hub Programme, coordinated by the NCETM, draws on evidence on the value of the teaching for mastery approach. <a href="#">Supporting Research, Evidence and Argument   NCETM</a>	1,2,3
Work with the English Hub to raise quality of teaching and learning in English.	The English Hubs are advocated by the National Literacy Trust as giving disadvantaged children the skills they need to succeed. They are also endorsed by the DfE. <a href="http://insidegovernment.co.uk">English Hubs and the Importance of Reading Skills (insidegovernment.co.uk)</a>	1, 3, 5
All staff to have targeted CPD to develop quality first teaching.	The Educational Endowment Foundation (EEF) states that research shows that high quality teaching can narrow the disadvantage gap. <a href="http://educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 5

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

Budgeted cost: £14,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentoring (small group tuition) to ensure that disadvantaged pupils make at least good progress from their starting points.	The EEF states that small group tuition has a moderate impact of +4 months progress for low cost based on moderate evidence. Where this tuition is 1:1, it can have a high impact of +5 months progress. <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  Research has shown that tutoring is one of the most effective tools for helping pupils close gaps in their learning and many pupils have already benefited from the National Tutoring Programme. <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
In class support in Maths and English for identified children.	The EEF states that teaching assistant led interventions have a moderate impact of +4	1, 2, 3

	<p>months progress for moderate cost based on moderate evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eef">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
Sentence structure interventions for identified children.	<p>The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eef">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
Reading comprehension interventions for identified children.	<p>The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence. <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eef">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Furthermore, it also states that reading comprehension strategies are very high impact (+6 months) for very low cost based on extensive evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies-eef">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
Communication and language interventions for identified children.	<p>The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eef">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF research also summarises that oral language which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions-eef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
Daily reading for all disadvantaged children.	<p>UCL Faculty of Education found that children who read regularly score higher in reading tests.</p> <p><a href="https://www.ioe.ac.uk/news/children-who-read-books-daily-score-higher-in-school-tests-vast-new-study-states/">Children who read books daily score higher in school tests, vast new study states   IOE - Faculty of Education and Society - UCL – University College London</a></p> <p>Furthermore, being taught reading comprehension strategies through this daily reading is very high impact (+6 months) for very low cost based on extensive evidence (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies-eef">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 5

Purchase new books in order to promote a love of reading.	Research from the Reading Agency found that reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. <a href="#">Reading facts   Reading Agency</a>	1, 2, 3, 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance cultural capital by engaging with Equaliteach.	Cultural capital is understood to contribute to 'getting on in life' or 'social status', i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing further education and being successful in work. By exposing pupils to education around racism, diversity and accessing different experiences and cultures we are enabling them to succeed. <a href="#">Defining 'cultural capital' in terms of best practice   Early Years Educator</a>	2
Enhance cultural capital by providing funding for pupils to attend extra-curricular clubs including instrumental lessons.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost. <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	2,4
Enhance cultural capital by providing funding for pupils to attend trips and visitors that they would not otherwise be able to afford.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost. <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	2,4
Provide information on the school website to support parents with personal and family challenges.	The EEF states that effective parent engagement can have an impact of +3 months' progress. Supporting parents with personal and family challenges, as well as with mental health and wellbeing, enables parents to effectively support children. <a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	4

<p>Provide information on the school website to support parents with supporting their children with their homework.</p>	<p>The EEF states that effective parent engagement can have an impact of +3 months' progress. Tips, support and resources can make home activities more effective.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Childrens-Learning-EEF">Working with Parents to Support Children's Learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4,5</p>
<p>Run parent sessions to support parents in understanding the strategies taught in school e.g. Maths procedures, Phonics</p>	<p>The EEF states that effective parent engagement can have an impact of +3 months' progress. Tips, support and resources can make home activities more effective. Regular workshops can also be helpful.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Childrens-Learning-EEF">Working with Parents to Support Children's Learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4,5</p>
<p>Run a homework club in school to support children with their homework.</p>	<p>The EEF states that practical support for parents is an effective way of supporting parents and carers at home.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Supporting-parents-and-carers-at-home-What-schools-can-do-to-help.pdf">Supporting parents and carers at home - What schools can do to help.pdf</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>5</p>

**Total budgeted cost: £17,835**



## 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 2021 to 2022 academic year.

**Aim:** Improve language skills of pupils eligible for PP funding. Language teaching will develop breadth (vocabulary size) and depth (understanding and use in context). Improved quality interactions between adults and pupils in EYFS, focusing on developing and using new vocabulary, in particular topic vocabulary as stipulated in the new EYFS curriculum. In Key Stage 1 reading and writing is measured using national curriculum and the Year 1 Phonics Screener assessment.

Lift off to Language interventions led to accelerated progress for 4 children.

**Aim:** Rates of progress for all PP children, particularly for vulnerable and pupils with SEND are maximised and their steps of progress show enhanced rates of progress. Non SEND PP children to make 6 steps progress in reading, writing and maths in line with cohort peers. All SEND PP children to reach their end of year targets in reading, writing and maths.

They made an average of 5 points progress in reading, 5.3 points progress in writing and 6 points progress in Maths. This is compared to a cohort average point progress of 5.4 in reading, 5.3 in writing and 5.3 in Maths.

**Aim:** Continue to 'diminish the differences' between Non PPG and PPG pupils. PP children will achieve their highest potential in Phonics.

Data for PP pupils will not be published as there are less than 10 pupils and publishing attainment data would make children identifiable. However, 100% of PP pupils reached their individual targets for phonics and all PP pupils passed the Phonics Screening Check by the end of Y2.

**Aim:** Ensure that adequate provision is in place for the social and emotional needs for PP pupils, particularly those with SEMH so they make good or better rates of progress and impacts on attainment.

SEMH support was given to all children receiving PP and this led to an improvement in attendance. Theraplay sessions were provided for all PP pupils.

**Aim:** Children are emotionally secure and literate; wellbeing rates are high.

Pupil questionnaires show that 94% of pupils state that they feel safe at school. 90% of pupils said that they always or mostly feel happy at school.

**Aim:** All pupils access a broad and balanced curriculum including opportunities for disadvantaged children to attend extra-curricular and enrichment activities.

As a result of PP funding, children have the opportunity to receive instrumental lessons and they have increased in confidence.

**Aim:** School will work in partnership with parents so that home issues are addressed, this will enable pupils to thrive and access learning. Regular homework supports and consolidates children's learning.

In parent meetings, parents feed back that regular homework supports their children's learning. Therapy sessions enable children to talk about their hurts, worries and concerns.

**Aim:** Increase attendance rates for pupils eligible for PPG. Good or excellent attendance rates measured by percentage of sessions attended.

For 2021-2022, PP attendance was 91.1% compared to the cohort of 94.9%. Therefore, PP attendance was below that of the cohort by 3.8%. The majority of PP pupils had good attendance (>95%).

## Externally provided programmes

Programme	Provider
Raising the Attainment of Disadvantaged Young People (RADY)	Challenging Education

**Further information**

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