

Harlington Lower School

Pupil premium strategy statement

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 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	150
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	15th November 2023
Date on which it will be reviewed	September 2024
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	£17,772
Recovery premium funding allocation this academic year	£2,000
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	£18,772

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. Many of our disadvantaged children have additional emotional needs.
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"> Tracking data shows that all pupil premium children make at least good progress from their starting points in reading, writing and Maths, as defined by 6 points progress on Target Tracker for 2022-23 and as good progress on PIXL thereafter. Tracking data shows that some pupil premium children make at least good progress in reading, writing and Maths, as defined by 6 points progress on Target Tracker for 2022-23 and as good progress on PIXL thereafter.

<p>2 – For all pupil premium children to have out of school experiences to build their cultural capital.</p>	<ul style="list-style-type: none"> ● 100% of PP children will take part in trips and a range of extra-curricular activities.
<p>2 – The quality of curriculum and learning experiences is consistently good or better. Evidence shows a positive impact on pupils' cultural capital.</p>	<ul style="list-style-type: none"> ● The sequence of the curriculum is good in all areas by 23/24. ● Observations and work scrutiny show consistently good provision for all children. ● 100% of disadvantaged pupils will take part in a range of experiences including talking with visitors and trips. ● 100% of disadvantaged pupils access a club during the school year.
<p>3 – Language skills for PP children improve.</p>	<ul style="list-style-type: none"> ● Pupils' reading levels indicate good progress from their starting points. ● Pupils make good progress in reading (at least 6 steps), as tracked by National Curriculum standards. ● Pupil voice indicates an increase in a love of reading. ● Observations show increased language skills.
<p>4 – Families feel supported.</p>	<ul style="list-style-type: none"> ● Families access specific support. ● Parent voice indicates that support has been valuable. ● Pupils access bereavement support.
<p>4 – Children are better able to regulate and talk about their emotions.</p>	<ul style="list-style-type: none"> ● Pupil feedback indicates that identified pupils feel happier in school. ● Class teachers and support staff working with pupils report that children talk about their emotions more.
<p>5 – Children receive parental support with homework.</p>	<ul style="list-style-type: none"> ● Parent feedback indicates that parents feel more confident in supporting their children with their homework at home. ● Parent feedback indicates that homework routines are in place.

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: £3,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching, adaptive teaching and in class intervention to support children to make good progress from starting points. PIXL is used to support this.</p>	<p>The Educational Endowment Foundation (EEF) states that research shows that high quality teaching can narrow the disadvantage gap. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Accuracy and clarity of assessment is crucial to understanding pupil achievement and planning for next steps. Consistency of assessment allows accurate data analysis and planning for next steps within lessons in order to improve pupil outcomes. Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>SLT to oversee curriculum progression documents and ensure that these are used and taught consistently across the school in order to improve quality of education across the school.</p>	<p>Ofsted's reviews show that a strong curriculum is the underpinning of strong outcomes. Curriculum research reviews - GOV.UK (www.gov.uk)</p> <p>According to Ofsted, what is most crucial for a quality education is, quite simply, whether pupils are gaining the knowledge they need to achieve the goals of their education. Without this knowledge being identified, quality education cannot occur.</p>	<p>1,2,3</p>
<p>Work with the Maths Hub to embed Mastery Maths and raise quality of teaching and learning in Maths.</p>	<p>The Maths Hub Programme, coordinated by the NCETM, draws on evidence on the value of the teaching for mastery approach. Supporting Research, Evidence and Argument NCETM</p>	<p>1,2,3</p>
<p>Teachers to undertake CPD on Mastering Number and work with the Maths Hub to deliver this across the school in order to embed the principles of number and raise outcomes in Maths in KS1.</p>	<p>Mastering number is a NCETM programme which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. It draws on evidence on the value of the teaching for mastery approach. Mastering Number at Reception and KS1 NCETM Supporting Research, Evidence and Argument NCETM</p>	<p>1, 3, 5</p>
<p>Pathways to Write to be used as the English</p>	<p>According to Education Endowment Foundation research, quality first teaching is</p>	<p>1, 3, 5</p>

<p>scheme to teach writing. All staff have training on this. SLT oversee its implementation to ensure consistency across the school and raise quality of teaching and learning in Writing and Writing outcomes across the school.</p> <p>Books are selected for Pathways to Write in order to inspire a love of reading and develop cultural capital.</p>	<p>the most important lever schools have to improve outcomes for their pupils. School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)</p> <p>Effective CPD, focused on what staff need, is crucial to improving quality first teaching. Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Pathways to Write has been chosen because it is a book-based curriculum which puts reading and a love of reading at the heart of the English curriculum. Developing a love of reading is the current barrier for PP pupils. Pathways to Write covers all the skills for writing in each year group and is mapped to the National Curriculum.</p> <p>Research by the Centre for Literacy in Primary Education has shown that developing reading and providing regular meaningful opportunities for writing lead to an improvement in writing standards. Writing in Primary Schools 0.pdf (clpe.org.uk)</p> <p>The scheme of work for Pathways to Write involves teaching writing composition strategies through modelling and supported practice. Research by the EEF shows that this is a highly effective way of improving Literacy at KS2. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>The books selected through Pathways to Write cover themes such as environmental issues as well as including black and minority ethnic characters, characters with disabilities and LGBTQ+ characters. Diversifying the books we share with pupils will increase children's understanding of diversity and respect for other people and well as improving representation in literature for those who currently feel under-represented. The importance of this is highlighted by Leahy & Foley, 2018, World Journal of Educational Research. (PDF) Diversity in Children's Literature (researchgate.net)</p> <p>The Pathways to Write books are chosen to improve cultural capital for pupils. Research</p>	
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	shows that developing cultural capital for disadvantaged pupils is a way to narrow the disadvantaged attainment gap. Creating cultural capital - Sutton Trust	
All staff to have targeted CPD on PIXL to develop understanding of how to use assessment system to adapt quality first teaching in order to ensure the best possible outcomes for pupils.	<p>Accuracy and clarity of assessment is crucial to understanding pupil achievement and planning for next steps. Consistency of assessment allows accurate data analysis and planning for next steps in order to improve pupil outcomes.</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p> <p>PIXL language of assessment focuses on a pupil's trajectory rather than their current attainment point. As a result of this, the focus moves onto early identification of children falling behind so that actions can swiftly be put into place to address this.</p> <p>PIXL enables staff to forensically analyse data to identify the precise gap which is preventing the child from reaching their potential. By identifying this and using the PIXL resources to close this gap, pupils will make accelerated progress and success will be ensured for every child.</p> <p>www.pixl.org.uk</p>	
Identified staff to undertake NPQs to develop leadership across the school, thus impacting on pupil outcomes.	The EEF endorses that promoting professional development plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk) The NPQ programmes are supported by the DfE.	

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

Budgeted cost: £16,044

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.	<p>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.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Research has shown that tutoring is one of the most effective tools for helping pupils close gaps</p>	1, 2, 3

	<p>in their learning and many pupils have already benefited from the National Tutoring Programme.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
In class support in Maths and English 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>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
PIXL therapies to close identified gaps and ensure that disadvantaged pupils make at least good progress from their starting points.	<p>PIXL language of assessment focuses on a pupil's trajectory rather than their current attainment point. As a result of this, the focus moves onto early identification of children falling behind so that actions can swiftly be put into place to address this.</p> <p>PIXL enables staff to forensically analyse data to identify the precise gap which is preventing the child from reaching their potential. By identifying this and using the PIXL resources to close this gap, pupils will make accelerated progress and success will be ensured for every child.</p> <p>www.pixl.org.uk</p>	
Daily reading for all disadvantaged children.	<p>UCL Faculty of Education found that children who read regularly score higher in reading tests.</p> <p>Children who read books daily score higher in school tests, vast new study states IOE - Faculty of Education and Society - UCL – University College London</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>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5
Purchase new books in order to promote a love of reading.	<p>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.</p> <p>Reading facts Reading Agency</p>	1, 2, 3, 5

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

Budgeted cost: £25,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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. Defining 'cultural capital' in terms of best practice Early Years Educator	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. Arts participation EEF (educationendowmentfoundation.org.uk)	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. Arts participation EEF (educationendowmentfoundation.org.uk)	2,4
Provide information on the school website to support parents with supporting their children with their homework. The focus for this is particularly on supporting Read Write Inc, Pathways to Write and Mastery Maths.	The EEF states that effective parent engagement can have an impact of 4 month's additional progress. Tips, support and resources can make home activities more effective. Regular workshops can also be helpful. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	5
Provide information on the school website to support parents with supporting their children with their homework.		4,5
Run parent sessions to support parents in understanding the strategies taught in school e.g. Maths procedures, Phonics		4,5
Provide information on the school website		5

to support parents with online safety.		
Hold events where families take part in school activities and parents and the school 'exist' together. E.g. Macmillan coffee morning, Mothers' Day afternoon tea, Fathers' Day breakfast. As a result of this, parents engage more with school.		4, 5
Hold drop in sessions for parents to support with anxieties and help parents to support their children with homework.		5
Theraplay sessions for identified children support children with a space to talk and explore their emotions.	Research by the Child Psychology Service shows that Theraplay is effective in reducing internalising problems. Does Theraplay Work? - The Child Psychology Service	4
Identified TA for SEMH to check-in with identified children to support them with emotional issues.	The EEF found that social and emotional learning support can have a positive effect of +4 months. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Identified TA for SEMH provides reward time for identified children to improve behaviour and support regulation of emotions.	The EEF found that social and emotional learning support can have a positive effect of +4 months. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 4

<p>Sensory circuits for identified children to help children be ready to learn.</p>	<p>Sensory circuits involve a sequence of physical activities designed to alert, organise and calm the child. This facilitates sensory processing to help children regulate and organise their senses in order to achieve the optimum level of alertness required for effective learning.</p> <p>Sensory Circuits - Childrens Choice Therapy</p>	<p>1, 4</p>
<p>Indoor space provided at breaktimes and lunchtimes as a calm space for identified children to improve behaviour and reduce emotional overload.</p>	<p>The EEF found that social and emotional learning support can have a positive effect of +4 months.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Stormbreak programme used to support children in understanding, talking about and regulating their emotions.</p>	<p>Stormbreak activities are 'purposeful participation in movement to shape and support mental health'. Feedback from trial schools has shown that they help develop positive mental health among children.</p> <p>home stormbreak CIO</p>	<p>1, 4</p>
<p>Introduce animal experiences to support children with emotional regulation</p>	<p>Research shows that pets can help to build children's empathy, responsibility and life skills. They can also encourage a child's learning needs, especially in reading, communication, observation and speaking.</p> <p>Pets in schools Blue Cross</p>	<p>1, 4</p>

Total budgeted cost: £44,214

As the total budgeted cost is higher than the Pupil Premium allocation for 2023-2024, additional spending will be taken from other restricted income.

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: 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.

67% of pupil premium pupils made at least 6 points progress in Reading. 25% made accelerated progress.

58% of pupil premium pupils made at least 6 points progress in Writing. 25% made accelerated progress.

75% of pupil premium pupils made at least 6 points progress in Maths. 25% made accelerated progress and one pupil made 10 points progress.

42% of pupil premium pupils made progress which enabled them to reach age-related expectations.

Aim: For all pupil premium children to have out of school experiences to build their cultural capital.

All pupil premium children attended at least two school trips during the year. All pupils watched a Christmas pantomime at the theatre. For many children this was the first time they had experienced a pantomime. Four children attended a residential trip. As a result of this trip, their self-esteem, confidence and independence improved, which helped prepare them for the transition to middle school.

Four pupils attended an extra-curricular club. This allowed children to learn a musical instrument for the first time, thus increasing their cultural capital. One pupil received music lessons which helped them to grow in confidence.

Aim: The quality of curriculum and learning experiences is consistently good or better. Evidence shows a positive impact on pupils' cultural capital.

All pupil premium children had access to a number of in-school experiences including dance works, anti-racism workshops and a Football Freestyler workshop. All of these experiences broadened cultural capital.

Aim: Language skills for PP children improve.

67% of pupil premium pupils made at least 6 points progress in Reading. 25% made accelerated progress. As a result of this accelerated progress, children grew in confidence. Increased language skills were also evident through in class and intervention sessions.

Aim: Families feel supported.

Parent voice indicates that families have been supported in personalised ways including food backs, tech support and support with uniform and that they are appreciative of this.

Aim: Children receive parental support with homework.

71% of pupil premium children received parental support with their homework. A homework club was provided for the other children and as a result of this, they received school support with their homework. This will continue to be a focus in 2023-2024.

Externally provided programmes

Programme	Provider
Raising the Attainment of Disadvantaged Young People (RADY)	Challenging Education
PIXL	PIXL
Pathways to Write	The Literacy Company
Mastering Number	NCETM
Theraplay	Theraplay
Sensory Circuits	Sensory Circuits
Stormbreak	Stormbreak

Further information

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