

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 | Harehills Primary School |
| Number of pupils in school | 630 (Oct 2021 Census) |
| Proportion (%) of pupil premium eligible pupils | 31% (197 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | September 2021 – July 2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jo Summerfield |
| Pupil premium lead | Caroline Pallas |
| Governor / Trustee lead | Julia Shemilt |

Funding overview

| Detail | Amount |
|--|---------------------|
| Pupil premium funding allocation this academic year | £264,965 (197chn) |
| Recovery premium funding allocation this academic year | £28,565 (197 @£145) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £293,530 |

Part A: Pupil premium strategy plan

Statement of intent

Our School Context (October 2021 Census).

Harehills Primary is a large 3-form entry school with 630 children. We serve an area of significant deprivation and our pupils come from a wide range of ethnic minority backgrounds – 14 out of 17 possible ethnic groups, and 37 languages are spoken within school. Approximately 55% of our children are of Pakistani heritage, approximately 20% are Eastern European, and we have an increasing intake of children from African countries. The mobility throughout the year is approximately 60 children admitted and 60 children leaving, and many of our families arriving in school have little or no English, and no previous schooling. There is a significant language barrier in school with 89% of our children's proficiency in English ranging from New to English to Developing Competence, and most children enter school with delayed language and reading skills. Currently, the percentage of children eligible for Pupil Premium funding is 31% - this figure has been decreasing year on year, which is another significant barrier. We believe among other factors; this decrease is because many of our families are new to the country and therefore not entitled to Free School Meals and other benefits; it is becoming increasingly difficult for families to claim eligibility for Free School Meals under the Universal Credit benefits criteria.

Our School Strategy

The Harehills Primary Pupil Premium strategy is well established and deeply rooted in our strong ethos of Learn, Laugh, Love. We are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of teaching, targeted support, pastoral care, and curriculum enrichment.

We frequently engage in evidence-based approaches and research as a starting point for how best to use Pupil Premium Funding to guide and to support our working practice and strategic decision making.

We believe that for Harehills Primary, ***provision for attendance and pastoral care*** is paramount – if the children aren't in school, on time and ready to learn, then our high-quality teaching and targeted support simply cannot happen. It should be noted that many of our children identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. As such, any child we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding, are given support.

We have adopted and adapted the Education Endowment Foundation's 3-tiered approach to best use of Pupil Premium funding, focusing on the 3 areas below in the priority order we know will have most impact on children's learning and well-being:

- **Wider Strategies:** We have a well-established, highly effective Attendance Team, Pastoral Care Team and Safeguarding team delivering the very best for all vulnerable children thus enabling them to come to school every day ready to learn from the moment they enter our school building.
- **Teaching:** Ensuring the highest quality of education for all children starts with a whole staff team who are passionate, skilled and knowledgeable in teaching and leading. Our

staff CPD is carefully considered, aligned to our whole school priorities, and is developed and adapted over time. We select CPD that works best for our school and those we feel will have the greatest success and sustainability. This year we have invested a great deal of time and thought into researching best practice in refining and delivering a focussed, broad and balanced recovery curriculum that enables children to catch up and keep up.

- **Targeted Academic Support:** Evidence consistently shows the positive impact targeted academic support can have when strategically and mindfully planned and delivered in a way that works best for the children. We are a large staff team at Harehills, and it is vital that all staff are deployed in ways that best support those who are not making good progress across the spectrum of achievement.

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes two identified governors having responsibility for Pupil Premium, the Deputy Head teacher, the Assistant Head teachers and TLCPs responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Deputy Head teacher and Assistant Head teachers regularly evaluate pupil premium outcomes compared to other pupils in school, and other pupils nationally to ensure the correct strategies and provision are in place.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low Attendance, high number of Persistent Absentees, and high mobility (Wider Strategies) |
| 2 | Vulnerable families and children with emotional and social needs (Wider Strategies) |
| 3 | Low attainment on Entry to EYFS, particularly in speech and language (Targeted Academic Support, Teaching) |
| 4 | Reading and Phonics at the end of KS1 (Targeted Academic Support, Teaching) |
| 5 | Recovery Funding: Address gaps in reading at KS2 (Targeted Academic Support) |

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 |
|--|--|
| Families with low attendance/ high Persistence Absentee levels are supported and challenged (Wider Strategies) | <ul style="list-style-type: none"> Improved levels of attendance for all children – target is 96% > and a decrease in numbers of Persistent Absentees. Improved school readiness. |
| Continued support for families and children with social, emotional and health needs through our Willows provision, and through the Pastoral Care and Safeguarding team (Wider Strategies) | <ul style="list-style-type: none"> Children’s behaviour and attitude to learning, social skills, and emotional and mental health are understood and best supported. Children make good progress and attainment in their learning from their starting points. |
| Introduce NELI in January ’22 to targeted groups of children in F2 to develop speech and language (Targeted Academic Support, Teaching) | <ul style="list-style-type: none"> Improved outcomes in speech and language development for key children |
| Children in Year 2 catch up and keep up with Reading and Phonics (Targeted Academic Support, Teaching) | <ul style="list-style-type: none"> Improved progress and attainment in Reading and Phonics at the end of KS1. |
| Recovery Funding: Children at KS2 who have fallen behind in their reading, catch up quickly and keep up with the demands they of their year group curriculum. Relevant and effective interventions are in place. (Targeted Academic Support, Teaching) | <ul style="list-style-type: none"> Interventions are in place and compliment whole class teaching. Improved Reading progress and attainment in all year groups across KS2, including those working at Greater Depth. |

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.

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

Budgeted cost: £197,350

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Attendance support for pupils & families - led by, Attendance and Admissions Manager, Inclusion Manager Learning Mentors | Based on our long-standing, robust and successful attendance systems in school Ofsted outcomes 2015/19 | 1,2 |
| Rise and Shine breakfast club serving approx. 100 children with | Based on our long-standing, robust and successful Rise & Shine provision in school Ofsted outcomes 2015/19 | 1,2 |

| | | |
|--|---|-----|
| enhanced provision for vulnerable children - led by Rise & Shine Manager and 9 staff | | |
| Full time Nurture Manager, 1 part time Behaviour Support Worker and 2 x TAs to deliver The Willows provision focusing on behaviour support and social and emotional learning | Based on our long-standing, robust and successful Willows provision in school Feedback from external agencies including Ed Phycologists, SENIT teams | 2 |
| Pastoral Lead and Learning Mentors support for children and families | Based on our long-standing, robust and successful Pastoral Care delivered daily by our Mentors provision in school | 1,2 |

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

Budgeted cost: £70,426

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| NtE/new arrivals Teacher to support out of class 3 days per week | Long-standing NtoE Teacher delivering additional targeted support for KS1 groups who have low proficiency in English (Bells evidence) | 2, 4 |
| Additional Teacher 3 days a week | Long-standing Booster Teacher in Upper KS2 delivering additional targeted support for groups/1:1 in Reading, Writing and Maths | 5 (Recovery Funding) |
| Reading and Phonics intervention teacher for Year 2 | Long-standing Teacher in Year 2 delivering additional targeted support for groups/1:1 in Reading and Phonics | 4 |

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,031

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Staff cover to release teachers/TA to receive NELI training, deliver the programme | New programme shows strong evidence and supported by DfE | 3 |

| | | |
|---|---|------|
| Staff release time for planning recover curriculum MTP on a half termly basis | Following DfE Recovery Curriculum guidance to plan key objectives into this year's curriculum in order for children to catch up and keep up | 4, 5 |
|---|---|------|

Total budgeted cost: £ 289, 807

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.

- Improved levels of attendance, punctuality, and a decrease in numbers of Persistent Absentees (Challenge numbers 1,2)
- Improved attendance, punctuality, wellbeing, school engagement and readiness to learn through regular attendance to Rise and Shine (Challenge numbers 1,2)
- Children's behaviour, attitudes to learning, social skills, and emotional and mental health are understood and best supported through a mix of Willows Class and additional support in class (Challenge number 2)
- Mentors support will support children's social and emotional well-being to enable them to learn and enjoy school (Challenge numbers 1,2)
- Small group teaching for NtE/New Arrivals to ensure effective induction into school and accelerate acquisition of English (Challenge numbers 2,4)
- Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils (Challenge number 5)
- Accelerated Reading and Phonics for targeted children to narrow the gap PP pupils and Other Pupils (Challenge number 4)]
- NELI programme training, and delivery improves the levels of speech and language in EYFS (Challenge 3)
- MTP across school is updated to best meet the learning needs in order to catch up and keep up (Challenge 4,5)

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 |
|-----------|----------|
| N/A | |
| | |