

Pupil premium strategy statement for Harehills Primary School 2023-2024

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 | Harehills Primary School |
| Number of pupils in school | 691 (Oct 2023 Census) |
| Proportion (%) of pupil premium eligible pupils | 40% (274 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended, however, we will review this plan at least once a year</i>) | September 2022 – July 2025 |
| Date this statement was published (updated) | March 2024 |
| Date on which it will next be reviewed | March 2025 |
| 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 | £388485 |
| Recovery premium funding allocation this academic year | £38715 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £427200 |

Part A: Pupil premium strategy plan

Statement of intent

Our School Context (October 2023 Census).

Harehills Primary is a large 3-form entry school. Our pupils come from a wide range of ethnic minority backgrounds and there are currently 46 languages spoken within school. The mobility throughout the year is approximately 60 children admitted and 66 children leaving. Many of our families arrive in school with little or no English, and no previous schooling. There is a significant language barrier in school with most 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.

We serve an area of significant deprivation which is indicated in the Income Deprivation Affecting Children (IDACI) measures that places Harehills Primary School amongst the 10% most deprived neighbourhoods in the country, with the vast majority of pupils also living within this area. Although the pupil premium (PP) eligibility criteria includes children who receive Free School Meals (FSM) it should be remembered that FSM eligibility is not always a reliable indicator of deprivation. The proportion of pupils who receive FSM and are eligible for pupil premium funding in school is high, but we believe that proportion could be even higher. However, many of our families are new to the country and in some cases are refugees or asylum seekers so are not yet eligible to access benefits, including FSM. We also have some families who could register for FSM, but have not done so due to the availability of universal free school meals.

Recent research, including some by The Children's Society, has recognised how the Covid 19 pandemic has adversely affected many families, but particularly those families from poorer backgrounds who live in poverty, such as the families in our school catchment area. Therefore, our intention is to ensure this plan caters for all pupils who receive PP funding as well as those who we know to be disadvantaged but have no access to extra funding.

Our School Strategy

The Harehills Primary PP 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. This research includes, but is not limited to the following:

- [The EEF School Planning Support 2022-23](#)
- [The Sutton Trust \(2011\)](#)
- [Supporting the attainment of disadvantaged pupils: articulating success and good practice \(2015\)](#)
- [EEF Guide to the Pupil Premium](#)
- [Using pupil premium: guidance for school leaders \(2023\)](#)
- [EEF Pupil Premium Menu](#)
- [DfE Maths guidance KS1 and KS2](#)
- [EEF Improving Literacy in KS1](#)
- [EEF Improving Literacy in KS2](#)
- [EEF One to One Tuition](#)

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. As such, we have a highly proactive Attendance Team and Pastoral Team who meet on a weekly basis to discuss support needed for individual children and families. We know that because many of our children are disadvantaged or vulnerable, we provide additional levels of support for any child we feel would benefit, irrespective of whether they are eligible for the funding.

Having carefully considered the research above, we have adopted the Education Endowment Foundation's 3-tiered approach for the best use of Pupil Premium funding, focusing on the 3 areas:

- **High Quality Teaching:** Research informs us that high quality teaching and learning is essential as it has the greatest impact on pupil outcomes. We therefore aim to ensure that all learners are taught by good

or better teachers and that teaching includes high quality, memorable learning experiences that promote a love of learning for all children.

Our staff CPD is carefully considered and aligned to our whole school priorities. We select CPD that works best for our school and those we feel will have the greatest success and sustainability. For example, we have recently invested a great deal of time and finances in Phonics, Reading and Writing training as these are some of our key areas of priority.

- **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. Therefore, targeted support includes interventions to address gaps in knowledge and attainment in order to overcome barriers to learning.
- **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, enabling them to come to school every day ready to learn from the moment they enter our school building. We also know that many of our children lack opportunities outside of the curriculum which will limit their cultural capital experiences. As such, we have invested heavily in our before and after school provision, including providing a broad range of clubs and activities that have been chosen through consultation with the School Council and include sporting and team-based activities, music, art, cooking, computing and gardening clubs.

We have high expectations for all our pupils and it is our intention that all children, including those who are disadvantaged, make rapid progress from their starting points. 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 year group leaders 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 and punctuality issues, including high number of persistent absentees, and high mobility (Wider Strategies, Targeted Academic Support) |
| 2 | Vulnerable families and children with Social, Emotional and Mental Health (SEMH) needs due to a variety of reasons including poverty and adverse childhood experiences. This impacts on children's ability to engage with teaching and learning activities across the curriculum. (Wider Strategies) |
| 3 | Many of our disadvantaged children have limited vocabulary which adversely impacts on their ability to read and write and access the wider whole school curriculum. (Targeted Academic Support, Teaching) |
| 4 | Low attainment on entry to EYFS, particularly in communication skills, which is impacting their speech and language and listening skills. (Targeted Academic Support, Teaching) |
| 5 | Attainment in core subjects (including reading, writing, phonics and maths) is low across school and has been significantly affected by Covid 19 and as such is lower than previous years (Targeted Academic Support, Teaching) |
| 6 | Disadvantaged children across school lack cultural capital experiences, which impacts on their attainment across all areas of learning, but particularly in writing. (Wider Strategies, Teaching) |
| 7 | Many of our disadvantaged children have limited experiences and access to resources outside of school, which impacts on their cultural capital and wider knowledge and understanding of the world. (Wider Strategies, Teaching) |
| 8 | Recovery Funding: Address gaps in attainment for reading and maths across 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 |
|---|--|
| <p>To achieve and sustain improved attendance for all children, but particularly for those who are disadvantaged.</p> <p>Families with low attendance/ high Persistence Absentee (PA) levels are supported and challenged</p> <p>(Wider Strategies)</p> | <ul style="list-style-type: none"> Improved levels of attendance for all children – our ambition is a target of 96% > decrease in numbers of Persistent Absentees. Children demonstrate improved school readiness. |
| <p>To improve and sustain well-being for all children, but particularly for those who are disadvantaged.</p> <p>Continue to support families and children with social, emotional and health needs through our SEND/Nurture provision (The Willows), and through the Pastoral Care and Safeguarding team.</p> <p>(Wider Strategies)</p> | <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. Where appropriate, the ‘Zones of Regulation’ support children to have improved emotional regulation Where appropriate, children from ‘The Willows’ provision are successfully supported and/or reintegrated into their classrooms. The extracurricular offer for all children is increased to offer a wider variety of enrichment activities. Participation among disadvantaged children is also increased. |
| <p>Improve oral language skills for all children in EY’s but particularly for those who are disadvantaged.</p> <p>(Targeted Academic Support, Teaching)</p> | <ul style="list-style-type: none"> At the end of reception, the percentage of children who achieve the ELG’s in speaking, word reading and writing increases, and demonstrates significant progress from baseline assessments. Children who access additional speech and language interventions, including Chatterbug support, demonstrate improved outcomes. E.g. Chatterbug targets are achieved within the agreed timeframe for individuals. Adults engage in meaningful, high quality interactions with children and model language and vocabulary effectively within provision Monitoring evidence including lesson visits, learning journey/observation evidence and ongoing formative assessments demonstrate improved oral language among all children |
| <p>Improve vocabulary skills for all children but particularly for those who are disadvantaged.</p> <p>(Targeted Academic Support, Teaching)</p> | <ul style="list-style-type: none"> Pass rate for Phonics Screening check in Y1 (and Y2) increases, and demonstrates significant progress from baseline assessments. The attainment in reading and writing at the end of KS1 and KS2 demonstrates improvement from children’s baseline assessments. Monitoring evidence including lesson visits, book scrutiny’s and ongoing formative assessments demonstrate improved oral language among all children |
| <p>Improve attainment in reading, writing and maths by the end of KS2 for all children, but particularly for those who are disadvantaged</p> <p>(Targeted Academic Support, Teaching, Wider Strategies)</p> | <ul style="list-style-type: none"> KS2 reading, writing and maths outcomes in 2024/2025 show that an increased number of disadvantaged pupils meet the expected standard compared to their starting points. |
| <p>Improve children’s cultural capital and therefore their ability to apply a wider range of knowledge and experience in their work.</p> <p>(Teaching, Wider Strategies)</p> | <ul style="list-style-type: none"> Pupil voice and registers demonstrate that disadvantaged children are targeted for and regularly access extracurricular activities. All children attend at least one educational visit or experience per term. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Attainment in writing increases as children’s knowledge about the world and vocabulary improves. • Monitoring evidence including lesson visits, book scrutiny’s, ongoing formative assessments and pupil voice conversations demonstrate that children know more and can remember more. |
| <p>To ensure that all children are in the best condition to learn, both physically and mentally.</p> <p>(Wider Strategies)</p> | <ul style="list-style-type: none"> • Disadvantaged children are targeted for and regularly attend ‘Rise and Shine’ club and eat a healthy breakfast. • Disadvantaged children are supported with food donations e.g Back Pack Buddies • Disadvantaged children are provided with support for clothing (including school uniform) and other family essentials. <p>These will all be evidenced through Pastoral Care team meetings.</p> |
| <p>Recovery Funding:</p> <p>Children at KS2 who have fallen behind in their reading, catch up quickly and keep up with the demands of their year group curriculum.</p> <p>Relevant and effective interventions are in place.</p> <p>(Targeted Academic Support, Teaching)</p> | <ul style="list-style-type: none"> • Interventions are in place and compliment whole class teaching. • Improved 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86022

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Review, monitor and embed the Twinkl Phonics DfE validated Systematic Synthetic Phonics programme to ensure high quality consistent phonics teaching for all pupils in EY’s KS1 (and those children in KS2 who need it)</p> <p>Provide ongoing training for all class-based staff on Twinkl SSP to ensure consistency</p> <p>Purchase new phonics resources, including the recommended Twinkl Rhino Reader books</p> | <p>New programme is validated by DfE</p> <ul style="list-style-type: none"> • ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged background’ EEF Toolkit <p>(See Literacy Action Plan and Phonics Action Plan for further information)</p> | 5 |
| <p>Improve quality first teaching in writing to raise standards for all children by embedding our recently introduced writing process across school.</p> <ul style="list-style-type: none"> • Writing will be taught consistently across school • Use of high-quality texts • CPD to introduce (and then monitor) Monster Writing Targets across school | <p>The EEF Guide to The Pupil Premium states that quality first teaching is, ‘...the most important lever schools have to improve outcomes for disadvantaged pupils.’</p> <p>EEF tiered approach model identifies ‘High Quality Teaching’ including coaching, mentoring and CPD as the number one priority</p> <p>By ensuring the use of high-quality texts and developing teacher subject knowledge on teaching writing, we are confident standards in writing will improve across school.</p> | 3, 5 |

| | | |
|---|---|-----------|
| <ul style="list-style-type: none"> PDM/CPD and team meeting time allocated within the school timetable to coach/mentor and monitor implementation of The Writing Process | <p>(See Literacy Action Plan for further information)</p> | |
| <p>Improve the quality first teaching of reading to raise standards for children and foster a love of reading</p> <ul style="list-style-type: none"> PDM/CPD for all teachers on The Power of a Rich Reading Classroom: reflecting realities, nurturing reader identity. (CLPE) PDM time to review and update the schools Readers Journey and year group recommended reading lists to ensure all children are exposed to high quality texts within school and have a selection of quality books to read and enjoy at home that are culturally diverse and geographically representative Review and update classroom and shared reading areas | <p>DFE Reading framework emphasises the importance of fostering a love of reading.</p> <p>EEF Toolkits Improving Literacy in KS1 and KS2</p> <p>CLPE - Reflecting Realities, Survey of Ethnic Representation within UK Children's Literature 2022</p> <p>We know that many of our disadvantaged children do not have books at home to read and enjoy. We have therefore put together recommended reading lists (RRL) for every year group that include a range of Fiction, Non Fiction and Poetry books. Books have been chosen through consultation with staff and children. We have purchased enough copies of the books for all children (F1-Y6) to be able to borrow a high-quality book every week. The RRL's will be reviewed, updated and added to every year.</p> <p>(See Literacy Action Plan for further information)</p> | 3, 5,7 |
| <p>Develop children's cultural capital by providing a broad and balanced curriculum that incorporates a range of high-quality educational experiences (including trips and visitors)</p> <ul style="list-style-type: none"> Educational experience team meetings PDM/CPD time given to support teachers with MTP Provide opportunities for children to experience Music, Drama and Art experiences Arts and Wellbeing Fortnight (Feb 2024) Tutti Frutti Performance | <p>We know that many of our children come from disadvantaged backgrounds and are unable to take part in experiences such as going to the seaside or visiting a farm outside of school.</p> <p>By providing these experiences we are confident that children's knowledge and understanding of the world, as well as their language and vocabulary skills will improve and therefore have an impact on their academic achievements in all subjects, but particularly in writing.</p> | 4, 5, 6,7 |
| <p>Improve quality first teaching of spelling and handwriting to raise standards for all children.</p> <ul style="list-style-type: none"> Subject/Key leader time to review and refine the MTP for spelling CPD/PDM time to implement Twinkl Handwriting scheme and updated spelling MTP | <p>EEF Improving Literacy in KS1 – recommendation 6</p> <p>EEF Improving Literacy in KS2 – recommendation 5 highlights that handwriting and spelling a key components of writing fluency</p> <p>(See Literacy Action Plan for further information)</p> | 5 |
| <p>Develop oracy skills for children in EYFS</p> <ul style="list-style-type: none"> Quality interactions CPD for all EYFS and Willows Staff | <p>EEF Toolkit highlight that approaches that focus on speaking and listening show positive impacts on attainment</p> | 3, 4 |
| <p>Continue to improve quality first teaching in maths to raise standards for all children by embedding Maths Mastery principles across EY's and KS1</p> | <p>DFE Maths guidance for KS1 and KS2 produced in association with the NCETM draws on evidenced based practise and identifies Maths Mastery as a key approach to improving standards.</p> <p>EEF Toolkit suggests that Mastery learning can have an impact of +5 months</p> <p>(See Maths Action Plan for further information)</p> | 5 |

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

Budgeted cost: £142579

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improve vocabulary in KS1:</p> <ul style="list-style-type: none"> by continuing to deliver NtE teaching to new arrivals pre teaching vocabulary groups in KS1 for Theme lessons | <p>EEF ToolKit -Oral Language interventions. Many disadvantaged children who arrive at Harehills primary school have limited language skills compared with other children. This can negatively impact on their ability to develop phonics and reading skills.</p> <p>By providing NtE teaching for groups who have low proficiency in English (Bells assessment evidence) we are confident these children’s language skills will improve over time so that they can access more of the whole school curriculum.</p> | 3 |
| <p>Additional teaching in KS2</p> <ul style="list-style-type: none"> Booster teachers and HLTA’s in KS2 delivering additional targeted support for groups/1:1 in Reading, Writing and Maths Recovery premium teacher in UKS2 delivering additional targeted support for groups/1:1 in Reading, Writing and Maths | <p>Tuition targeted at specific gaps in learning can be an effective method to support low attaining pupils or those who have or are at risk of falling behind.</p> <p>EEF evidence also demonstrates an average of +4 months progress for children who are supported through 1:1/small group tuition.</p> <p>EEF Toolkits</p> | 5,8 |
| <p>Provide additional reading and phonics teaching for targeted children including disadvantaged children (using DfE approved Twinkl SSP)</p> <ul style="list-style-type: none"> HLTA in KS1 delivering additional targeted support for groups/1:1 in Reading and Phonics (3 days a week) Additional phonics interventions for targeted disadvantaged children in KS2 Extra 1:1 reading for targeted disadvantaged chn. Same day phonics interventions | <p>DFE Reading framework emphasises the importance of fostering a love of reading.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on all pupils, but particularly for those who are disadvantaged.</p> <p>Targeted phonics interventions have been shown to be effective at improving standards.</p> <p>EEF Phonics Toolkit and Improving Literacy in KS1 and KS2</p> <p>Reading records indicate that many of our disadvantaged children are less likely to read regularly at home (See Literacy Action Plan for further information)</p> | 5, 8 |
| <p>Improve oral language skills for children in EY’s</p> <ul style="list-style-type: none"> Speech and Language Therapist interventions and CPD for staff to provide targeted interventions (ChatterBug) Speech and Language vocab groups Develop provision areas both inside and outside to support interactions between staff and children. | <p>The vast majority of our children enter our EY’s below the expected standard in most areas of learning but particularly Speaking, Word Reading and Writing.</p> <p>EEF Oral Language interventions</p> <p>By providing 1:1/small group S&LT support, we are confident these children’s language skills will improve over time so that they can access more of the whole school curriculum.</p> | 3, 4 |

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

Budgeted cost: £229113

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Improve attendance across school and reduce the number of persistent absentees</p> <ul style="list-style-type: none"> Weekly Attendance Team meetings and actions to provide support (and challenge where needed) for individual families. <i>(Attendance team includes Admissions Manager, Inclusion Manager, Learning Mentors and DHT)</i> Release time for attendance team staff to implement actions and procedures Continue to promote good attendance through a range of celebration events and activities including attendance awards, prizes, parent workshops and information sharing | <p>There is a strong link between attainment and attendance which is highlighted in Working together to improve school attendance (DfE, 2022)</p> <p>Based on our long-standing, robust and successful attendance systems in school, we know that celebration activities increases attendance.</p> <p>Pupil voice indicates children enjoy attendance rewards and the element of competition with other classes across school.</p> <p><i>(See Attendance Action Plan for further information)</i></p> | 1 |
| <p>Provide opportunities for children to share worries/speak to member of staff during lunch time.</p> | <p>EEF Social and Emotional Learning in Primary Schools</p> | 2 |
| <p>Ensure all disadvantaged children are provided with the opportunity (and supported financially) to attend an educational visit at least once per half term. <i>(including residential for Y4-6)</i></p> | <p>Pupil voice demonstrates that children value educational experiences. We know that many of our disadvantaged children would not access these activities outside of school.</p> <p>Evidence from books, including writing demonstrates that the experience has supported children to develop a wider knowledge and understanding of the world, and improve standards in writing.</p> | 6,7 |
| <p>Provide disadvantaged children with the opportunity to attend Rise and Shine breakfast club. <i>servicing approx.. 100 children with enhanced provision for vulnerable children - led by Rise & Shine Manager and 9 staff</i></p> | <p>Based on our long-standing, robust and successful Rise & Shine provision in school we know that children enjoy attending the club which also increases overall attendance.</p> <p>The lives of children and young people behind the statistics Magic Breakfast</p> <p><i>(See Pastoral Action Plan for further information)</i></p> | 1, 2 |
| <p>Continue to provide full time nurture and SEND provision (through The Willows) focusing on behaviour support and social and emotional learning. <i>(Willows team includes SEND Provision Manager, Behaviour Support Workers and SEND TAs to deliver The Willows provision)</i></p> | <p>Based on our long-standing, robust and successful Willows provision in school we know that targeted children's SEMH needs are supported and improved overtime</p> <p>Feedback from external agencies including Ed Psychologists, SENIT teams also indicates that disadvantaged children are positively supported to meet individual targets/outcomes</p> | 2,3 |
| <p>Continue to support children and families through the use of our Pastoral Team (which includes Pastoral Lead, Learning Mentors and Family support mentors)</p> <ul style="list-style-type: none"> Fortnightly Pastoral team meetings and actions to provide support for targeted families. <i>(including support with food, clothing, access to outside agency support</i> | <p>Based on our long-standing, robust and successful Pastoral Care delivered daily by our Mentors provision in school.</p> <p>Historic school based evidence demonstrates that a large portion of disadvantaged families have benefited from this support.</p> | 2 |

| | | |
|--|---|-----------|
| <i>services, white goods, furniture and support with accessing health services.)</i> | | |
| Continue to develop enrichment opportunities including extracurricular clubs and activities for all children but particularly targeting those who are disadvantaged. | <p>We offer an extensive range of enjoyable and educational extra-curricular clubs and activities that are run by members of our own staff team as well as staff from outside agencies, including Leeds United Foundation and Tutti Frutti (a children’s theatre group based in Harehills). All clubs and activities have been chosen through consultation with the School Council and include sporting and team-based activities, music, art, cooking, computing and gardening clubs. Pupil voice has demonstrated how much children enjoy and value extracurricular clubs, many of which are very popular.</p> <p>See extracurricular clubs information on the website for further information.</p> | 5, 6, 7,8 |
| Continue to develop Lunchtime provision through carefully planned activities, resources and CPD for Lunchtime Supervisors. | Based on our long-standing and successful Lunchtime provision in school we know that children enjoy and benefit greatly from the carefully planned range of activities. This is evidenced in their excellent behaviour which has frequently been commented on by many visitors to school. Including Ofsted 2015/2019 | 7 |

Total budgeted cost: £ 457714 (Actual funding allocation =£427200)

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 2022 to 2023 academic year.

COVID-19 continues to have a significant impact on the education system and this disruption has affected schools and pupils differently. Because of this, it continues to be more difficult to interpret why the results are as they are using the data alone.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Early Years GLD, Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

Summary of KS2

Year 6 pupils achieving at least EXPECTED Standard in Reading, Writing & Mathematics Combined

| Combined Attainment | Achieved Expected Standard | | | | Achieved Greater Depth | | | |
|----------------------|----------------------------|--------------------|------------------------------|---|------------------------|--------------------|------------------------------|---|
| | School Pupil Premium | School All (Other) | National Other (National PP) | Sch PP Diff to National Other (National PP) | School Pupil Premium | School All (Other) | National Other (National PP) | Sch PP Diff to National Other (National PP) |
| 2023 (32 chn) | 45% | 49% (52%) | 66% (44%) | -21% (+1%) | 0% | 2% (4%) | 10% (3%) | -10% (-3%) |

| Reading | Achieved Expected Standard | | | | Achieved Greater Depth | | | |
|-------------|----------------------------|--------------------|------------------------------|------------------|------------------------|--------------------|------------------------------|------------------|
| | School Pupil Premium | School All (Other) | National Other (National PP) | Diff to National | School Pupil Premium | School All (Other) | National Other (National PP) | Diff to National |
| 2023 | 45% | 52% (58%) | 78% (60%) | -33% (-15%) | 8% | 14% (19%) | 34% (17%) | -26% (-9%) |

| Writing | Achieved Expected Standard | | | | Achieved Greater Depth | | | |
|-------------|----------------------------|--------------------|------------------------------|------------------|------------------------|--------------------|------------------------------|------------------|
| | School Pupil Premium | School All (Other) | National Other (National PP) | Diff to National | School Pupil Premium | School All (Other) | National Other (National PP) | Diff to National |
| 2023 | 53% | 60% (67%) | 77% (58%) | -24% (-5%) | 0% | 5% (8%) | 16% (7%) | -16% (-7%) |

| Maths | Achieved Expected Standard | | | | Achieved Greater Depth | | | |
|-------------|----------------------------|--------------------|------------------------------|------------------|------------------------|--------------------|------------------------------|------------------|
| | School Pupil Premium | School All (Other) | National Other (National PP) | Diff to National | School Pupil Premium | School All (Other) | National Other (National PP) | Diff to National |
| 2023 | 63% | 73% (81%) | 79% (59%) | -16% (+4%) | 16% | 20% (29%) | 29% (13%) | -13% (+3%) |

| GPS | Achieved Expected Standard | | | | Achieved Greater Depth | | | |
|-------------|----------------------------|--------------------|------------------------------|------------------|------------------------|--------------------|------------------------------|------------------|
| | School Pupil Premium | School All (Other) | National Other (National PP) | Diff to National | School Pupil Premium | School All (Other) | National Other (National PP) | Diff to National |
| 2023 | 50% | 63% (73%) | 78% (59%) | -28% (-9%) | 16% | 21% (25%) | 35% (18%) | -19% (-2%) |

Summary of KS1

| Reading | Achieved Expected Standard > | | | | Achieved Greater Depth | | | |
|---------------------|------------------------------|--------------------|----------------|------------------|------------------------|--------------------|----------------|------------------|
| | School Pupil Premium | School All (Other) | National Other | Diff to National | School Pupil Premium | School All (Other) | National Other | Diff to National |
| 2023 (37chn) | 27% | 33% (37%) | 73% | -46% | 3% | 3% (4%) | 22% | -19% |

| Writing | Achieved Expected Standard > | | | | Achieved Greater Depth | | | |
|-------------|------------------------------|--------------------|----------------|------------------|------------------------|--------------------|----------------|------------------|
| | School Pupil Premium | School All (Other) | National Other | Diff to National | School Pupil Premium | School All (Other) | National Other | Diff to National |
| 2023 | 22% | 28% (33%) | 65% | -43% | 0% | 0% | 10% | -10% |

| Maths | Achieved Expected Standard > | | | | Achieved Greater Depth | | | |
|-------------|------------------------------|--------------------|----------------|------------------|------------------------|--------------------|----------------|------------------|
| | School Pupil Premium | School All (Other) | National Other | Diff to National | School Pupil Premium | School All (Other) | National Other | Diff to National |
| 2023 | 38% | 43% (47%) | 75% | -37% | 5% | 8% (10%) | 19% | -14% |

Summary of EYFSP

| GLD | Achieved a Good Level of Development | | | |
|----------------------|--------------------------------------|--------------------|----------------|-------------------|
| | School Pupil Premium | School All (Other) | National Other | Diff. to National |
| 2023 (28 chn) | 46% | 39% (35%) | 70% | -24% |

This data demonstrates that attainment for all pupils is lower than National averages. Despite some strong individual performances, the progress and attainment of the school's pupil premium pupils in 2022/2023 was below national averages. Our analysis suggests that the reasons for this include:

- ongoing impact of COVID-19
- Very low starting points for most children
- Attendance concerns

Whole school attendance for 2022-2023 was **91.2%** (following adjustments for religious observance) which is a slight increase on the previous year of 0.1%, but remains below pre pandemic levels around 95%.

PP attendance for 2022-2023 was **89.7%**. An increase from the previous year of 0.8%

Despite a rigorous action plan and whole school focus, attendance levels remain below the 96% target.

Factors that we know have impacted attendance include:

- Teacher strike action and the impact on siblings within families.
- Illness including Strep A, chicken pox and winter vomiting virus.
- Severe absence from individual children and families who are also receiving outside agency involvement from the cluster or social care.
- An increase in the number of families taking unauthorised extended leave.
- High needs SEND (and PP) children on a part time timetables

Absence among all pupils continues to be a challenge and has unfortunately increased since the impact of COVID-19, as has the number of persistent absences in school. However, overall absence has improved from since last academic year.

We recognise this as an area for development which is why raising the attendance of all pupils is a focus of our current plan and a whole school priority.

Our observations and assessments demonstrated that pupil behaviour remains very positive, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic for individual children. Well-being continues to be a high priority across school. We have four learning mentors in school and their titles have now been changed to *Learning and Pastoral care Mentor* to recognise the high priority that is placed on supporting children's wellbeing in school.

The extracurricular offer for all children has increased and there is a wide range of activities on offer for all children. Rise and Shine club in particular is attended by a large number of PP children (around 60%).

Harehills Wellbeing and Arts festival (Feb 2024) enabled all children in school to access a range of wellbeing and Arts activities.

Pastoral Care meetings take place regularly. Actions are prioritised and monitored in order to support individual children and families and information is shared with relevant members of staff across school

Further information about our planning, implementation, and evaluation processes can be found in our HAPEE (Harehills Action Plan for Excellence and Enjoyment) whole school action plan, as well as our Literacy, Maths, Pastoral care, and Attendance action plans.

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 | |
| | |

