

Pupil premium strategy statement 2023-24

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	John Harrison CE Primary School
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs J Curtis
Pupil premium lead	Mrs C Dobbing
Governor / Trustee lead	Mr P Pounds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650.00
Recovery premium funding allocation this academic year	£0
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	£43,650.00

2	Our PP children show the need for an increase in their self-confidence and opportunities to raise their aspirations.
3	To ensure that all of our vulnerable children have access to extra-curricular activities and clubs.
4	Despite good or better teaching, the attainment gap in reading still needs to be narrowed. Many of our vulnerable children lack the skills to read independently and interpret accurately what they have read.
5	To reduce the attainment gap in writing abilities between the disadvantaged and non-disadvantaged children.

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. To improve the children's emotional wellbeing, in particular our most disadvantaged children through a secure pastoral approach.	• Attendance is in line with non-disadvantaged pupils and monitored by the attendance team • Pupil voice will show the feeling of the children's wellbeing • Pupil voice will show an understanding of resilience and growth mind set • FLO to continue to implement the ELSA wellbeing approach/WMIM • Family Liaison officer to support children and their families • Increase participation in forest school, allowing all children time to access • HT to complete Mental Health Training • Whole staff training to complete ACEs accreditation • Team teach training to be provided as appropriate • School provision reflects strategies to break through barriers to boys achievements
2. To raise the self-confidence of all children, especially our PP children. Whilst, increasing their opportunities for raising aspirations.	• Encourage visitors to school from a range of different jobs and professions to broaden horizons and experiences of our children

	• Ensure all children understand how subjects are used in the real World • Work with our Governors to share a range of skills • Promote local industry and skills and point out the connection to our children • Arrange trips to increase capital culture and provide life experiences • Pupil voice will give us feedback from what the children have learnt • Leadership opportunities available to all children
3. All children are given the opportunities to attend a range of clubs and activities	• Attendance registers show that disadvantaged pupils are accessing clubs and activities • Increase access to the school library for all children • Use TAs and other staff members to provide different clubs at different times of the day to make access easier for some children • School council to be involved in process of club selection • Library provision available for families to enjoy and use the library • Lunchtime supervisor training provided by the Get Ahead team to provide games and ideas for lunchtime
4. All children will have a secure understanding of phonics so the gap will narrow between the number of disadvantaged pupils who achieved the expected standard in the Phonics check and the non-disadvantaged pupils.	• Children are in receipt of appropriate phonics teaching each term • Where appropriate children read in school and home a book which is closely matched to their phonological awareness • Regular 6-8 weeks assessment data demonstrates an improvement in phonics knowledge and therefore speed of reading • Assessment completed by same adult to ensure consistency • Phonics check results for Year 1 • Termly completion of NFER tests • Comprehension plus (Ed Shed) used in Y2-6 for VIPERS comprehension skills

5. To consistently narrow the gap between pp and non pp children with progress in writing.	• Continue to revisit letter formation and pencil grip in Reception and lower school. • Build up children's resilience to write at length. • Children to understand the format for writing for different purposes • Introduced Spelling shed Y2-6 to improve spelling • Strategies from Alex Quigley training in place and demonstrate positive impact
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure consistency of delivery of daily RWI strategies to Reception, Key Stage 1 and other children who require support in their phonics	RWI is widely used across the country and studies have demonstrated a huge impact on phonics and reading 3 X TAs 5 1 hour per week £6,300	1
Regular written and verbal feedback used to move on children's learning	Providing feedback is well evidenced at having a high impact on the progress of the children. High quality feedback focusses on how to improve. This allows every child to be the best that they can be.	4,5
Support from the Family liaison officer when needed	There has been an increase in families who need support following the pandemic. Children and family receive support as needed, 1:1, family or signpost in to the correct pathway. Support for the wider family has proved effective with The Early help playing an important role in ensuring that families are in receipt of the correct target support. As below	1

	Research by the EEF has shown that behavioural and social/emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviour.	
To ensure that TA support is available in each classroom, every day to offer increased support /continuity of approach in the core subjects	Facilitating a TA in each classroom supports in class intervention strategies. It also ensures that the class teacher can focus on a small groups. EEF reports moderate improvements in performance, utilisation of this system allows for gaps to be addressed on a day by day basis which increases the impact. £3000 and part of SEND budget	4, 5
Provide quality first teaching for all children including use of effective feedback. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	EEF feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.	4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated attendance team to impact positively on children's attendance.	Children who are frequently late or absent miss out on crucial parts of their learning and therefore find it more difficult to keep up with their peers and often have lower self-confidence. 1 hour per day and monthly meetings Admin £800	1
TAs in every classroom to provide support during lesson times	The EEF reports moderate improvement on performance as it enables specific teaching gaps to be addressed and children supported. As above	1,2,4,5

To provide small group frequent phonics sessions to appropriate children in Key Stage 1 or 2	RWI is widely used across the country and studies have demonstrated a huge impact on phonics and reading £16,400	4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all children have access to extra curricular clubs and activities on a regular basis	Some of our extremely vulnerable children have not have had the same experience in different clubs and other skills which will enable them to develop confidence, team work and life skills. Research by the EEF has shown that behavioural and social/ emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviours and increase in self confidence	2, 3
Introduction of programme to increase wellbeing of all school community eg ELSA	FLO is trained and wellbeing programme to be followed in school as needed.	1
Annual license for Comprehension plus and Spelling shed to support children in achieving	This programme increase the range of vocabulary the children are exposed to as well as supporting their comprehension skills. Therefore advancing their writing capabilities.	4,5
NFER assessments	To support the progress and small gaps of support needed for each child.	4
Daily shared reading in all classes	To ensure that all children even pp children have access to quality stories, even if they do not all have books at home.	4,5
Forest school offered to all children- to increase self-confidence and resilience	Research by the EEF has shown that behavioural and social/ emotional interventions can make moderate improvements in academic	1, 2

	performance, along with a decrease in problematic behaviours and increase in self confidence	
Support from the Family liaison officer when needed	There has been an increase in families who need support following the pandemic. Children and family receive support as needed, 1:1, family or signpost in to the correct pathway.	1
To ensure that all children have the opportunity to raise their own aspirations- understanding that they are capable of the next step of their education journey and to understand what is available after school	Research by the EEF has shown that behavioural and social/ emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviours and increase in self confidence	2,3

Part B: Review of outcomes in the previous academic year

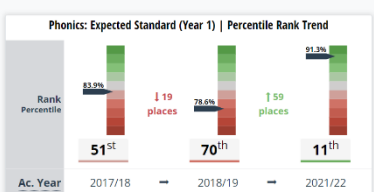
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria	Impact Summer 2023																																																																																	
6. To improve the children's emotional wellbeing, in particular our most disadvantaged children through a secure pastoral approach.	- Attendance is in line with non-disadvantaged pupils and monitored by the attendance team - Pupil voice will show the feeling of the children's wellbeing - Pupil voice will show an understanding of resilience and growth mind set - FLO to continue to implement the ELSA wellbeing approach/WMIM - Family Liaison officer to support children and their families - Increase participation in forest school, allowing all children time to access - HT to complete Mental Health Training	- Emotional wellbeing support offered as needed- ELSA by FLO, WMIM, ONGO, Get Ahead - HT completed Mental Health Training - Forest school accessed by all year groups - Wellbeing worships offered regularly to children including resources to support ie worry tree - Pupil voice confirms that resilience techniques are being used- 5Bs, worry tree, trusted adults																																																																																	
7. To raise the self-confidence of all children, especially our PP children. Whilst, increasing their opportunities for raising aspirations.	- Encourage visitors to school from a range of different jobs and professions to broaden horizons and experiences of our children - Ensure all children understand how subjects are used in the real World - Work with our Governors to share a range of skills - Promote local industry and skills and point out the connection to our children - Arrange trips to increase capital culture and provide life experiences - Pupil voice will give us feedback from what the children have learnt	- Range of visitors/ experiences within school- virtual museum visits, water safety training, author visits, online Farmer time, theatre visits - Every child took part in a sports trip during the year. - Emotional wellbeing support offered as needed- ELSA, WMIM, ONGO, Get Ahead - Promotion of local businesses- Trip to Geology museum in Barrow, Grimsby docks I used to be scared to go to clubs but the teachers helped me and now I am more confident. (Year 2) I love the clubs and the trips that we go on. We played football at Baysgarth. (Year 4)																																																																																	
8. All children are given the opportunities to attend a range of clubs and activities	- Attendance registers show that disadvantaged pupils are accessing clubs and activities - Increase access to the school library for all children - Use TAs and other staff members to provide different clubs - School council to be involved in process of club selection - Library provision available for families to enjoy and use the library	<table><tr><th colspan="3">Autumn Term</th><th colspan="3">Spring Term</th><th colspan="3">Summer term</th></tr><tr><th>Club</th><th>% PP</th><th>% non PP</th><th>Club</th><th>% PP</th><th>% non PP</th><th>Club</th><th>% PP</th><th>% non PP</th></tr><tr><td>Dance Y1&2</td><td>21%</td><td>79%</td><td>Art Y1&2</td><td>10%</td><td>90%</td><td>Dance 3 & 4</td><td>18%</td><td>82%</td></tr><tr><td>Art 5&6</td><td>35%</td><td>65%</td><td>Art 3 & 4</td><td>10%</td><td>90%</td><td>Lego</td><td>15%</td><td>85%</td></tr><tr><td>Recorder Y4&5</td><td>35%</td><td>65%</td><td>STEM rec</td><td>0%</td><td>100%</td><td>STEM 1&2</td><td>20%</td><td>80%</td></tr><tr><td>Choir Y4,5&6</td><td>29%</td><td>71%</td><td>Choir 5&6</td><td>29%</td><td>71%</td><td>Art Rec</td><td>0%</td><td>100%</td></tr><tr><td>Lego</td><td>30%</td><td>70%</td><td>Dance Y5&6</td><td>25%</td><td>75%</td><td>Recorder</td><td>10%</td><td>90%</td></tr><tr><td>STEM 3&4</td><td>30%</td><td>70%</td><td>Lego</td><td>20%</td><td>80%</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>Recorder</td><td>20%</td><td>80%</td><td></td><td></td><td></td></tr></table> - School council part of process for club selection, plus newly implemented playtime zones - Library open every lunchtime with librarians and adult to support, plus open weekly for families to enjoy	Autumn Term			Spring Term			Summer term			Club	% PP	% non PP	Club	% PP	% non PP	Club	% PP	% non PP	Dance Y1&2	21%	79%	Art Y1&2	10%	90%	Dance 3 & 4	18%	82%	Art 5&6	35%	65%	Art 3 & 4	10%	90%	Lego	15%	85%	Recorder Y4&5	35%	65%	STEM rec	0%	100%	STEM 1&2	20%	80%	Choir Y4,5&6	29%	71%	Choir 5&6	29%	71%	Art Rec	0%	100%	Lego	30%	70%	Dance Y5&6	25%	75%	Recorder	10%	90%	STEM 3&4	30%	70%	Lego	20%	80%							Recorder	20%	80%			
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		- Range of clubs offered both after school and at dinner - Registers show PP children accessing the clubs, identified target children who are not attending - Report produced for individual PP children shows evidence for leadership roles, clubs, trips and emotional support																
9. All children will have a secure understanding of phonics so the gap will narrow between the number of disadvantaged pupils who achieved the expected standard in the Phonics check and the non-disadvantaged pupils.	- Children are in receipt of appropriate phonics teaching each term - Where appropriate children read in school and home a book which is closely matched to their phonological awareness - Regular 6-8 weeks assessment data demonstrates an improvement in phonics knowledge and therefore speed of reading - Assessment completed by same adult to ensure consistency - Phonics check results for Year 1 - Termly completion of NFER tests - Comprehension plus (Ed Shed) used in Y2-6 for improve comprehension skills	Phonics check 2023 Of the PP children who took the phonics check 75% passed Of the non-PP children who took the phonics check 100% passed <table><caption>Phonics check results data</caption><thead><tr><th>Year</th><th>John Harrison CofE Primary School</th><th>North Lincolnshire (59)</th><th>NFER National (15582)</th></tr></thead><tbody><tr><td>2019</td><td>75.5</td><td>81.8</td><td>81.9</td></tr><tr><td>2022</td><td>91.3</td><td>71.8</td><td>76.5</td></tr><tr><td>2023</td><td>88.6</td><td>70.8</td><td>76.9</td></tr></tbody></table>	Year	John Harrison CofE Primary School	North Lincolnshire (59)	NFER National (15582)	2019	75.5	81.8	81.9	2022	91.3	71.8	76.5	2023	88.6	70.8	76.9
Year	John Harrison CofE Primary School	North Lincolnshire (59)	NFER National (15582)															
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2022	91.3	71.8	76.5															
2023	88.6	70.8	76.9															
10. To consistently narrow the gap between pp and non pp children with progress in writing.	- Continue to revisit letter formation and pencil grip in Reception and lower school. - Build up children's resilience to write at length. - Children to understand the format for writing for different purposes - Introduced Spelling shed Y2-6 to improve spelling	Progress in writing <table><tr><th>Children in KS2 throughout 2022 and 2023</th><th>2021-2022</th><th>2022-2023</th></tr><tr><td>Average points progress</td><td>6.0</td><td>6.5</td></tr><tr><td>PP</td><td>6.1</td><td>6.7</td></tr><tr><td>Non-PP</td><td>5.8</td><td>6.4</td></tr></table>	Children in KS2 throughout 2022 and 2023	2021-2022	2022-2023	Average points progress	6.0	6.5	PP	6.1	6.7	Non-PP	5.8	6.4				
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This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria	Impact Summer 2022												
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2.To raise the self-confidence of all children, especially our PP children. Whilst, increasing their opportunities for raising aspirations.	- Encourage visitors to school from a range of different jobs and professions to broaden horizons and experiences of our children - Work with our Governors to share a range of skills - Promote local industry and skills and point out the connection to our children - Arrange trips to increase capital culture and provide life experiences - Pupil voice will give us feedback from what the children have learnt	- Promotion of local industry started in Science to promote job opportunities - Young voices trip booked and consideration made for pp children - Virtual visits of authors successful												
3.All children are given the opportunities to attend a range of clubs and activities	- Attendance registers show that disadvantaged pupils are accessing clubs and activities - Gain pupil voice for the activities that they would like to attend and enjoy - Increase access to the school library - Use TAs and other staff members to provide different clubs - School council to be involved in process	- Pupil voice gathered for clubs which children wanted - TAs on rota to provide different clubs at lunch times to different ages- games, running, choir, science, maths - Range of clubs offered after school - All children have access to the library												
4.All children will have a secure understanding of phonics so the gap will narrow between the number of disadvantaged pupils who achieved the expected standard in the Phonics check and the non-disadvantaged pupils.	- Children are in receipt of appropriate phonics teaching each term (RWIstrategies + others) - Where appropriate children read in school and home a book which is closely matched to their phonological awareness - Regular 6-8 weeks assessment data demonstrates an improvement in phonics knowledge and therefore speed of reading - Phonics check results for Year 1 - Small group intervention group led by JC each day - Termly completion of NFER tests - Reading plus to extend texts available for children and support their fluency and comprehension skills	- June 2022 Phonics check test data was 91% - Regular phonics training for all staff  The chart displays the Percentile Rank Trend for Year 1 Phonics check results. It shows a significant improvement from 51st percentile in 2017/18 to 11th percentile in 2021/22. The expected standard is 83.9%, and the current performance is 91.3%. <table border="1"> <thead> <tr> <th>Ac. Year</th> <th>Rank Percentile</th> <th>Expected Standard (Year 1)</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>51st</td> <td>83.9%</td> </tr> <tr> <td>2018/19</td> <td>70th</td> <td>83.9%</td> </tr> <tr> <td>2021/22</td> <td>11th</td> <td>91.3%</td> </tr> </tbody> </table>	Ac. Year	Rank Percentile	Expected Standard (Year 1)	2017/18	51 st	83.9%	2018/19	70 th	83.9%	2021/22	11 th	91.3%
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5.To consistently narrow the gap between pp and non pp children with progress in writing.	- Revisit letter formation in Reception and lower school. - Build up children's resilience to write at length. - Children to understand the format for writing for different purposes - Improved spelling across the year groups	New letter formation embedded
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This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Specific Outcomes	Success Criteria	Impact at Summer 2021																																																				
A. Against their individual targets, disadvantaged children who also have SEND will make good or better progress	- Through quality first teaching, work scrutiny demonstrates that children are accessing work on a daily basis that is appropriate to their targets - Children make good or better progress against their appropriate individual targets each term	Average progress summer 2020-summer 2021 would be 6 points. For the disadvantaged children who also have SEND, points progress over the year was on average: <table><tr><td></td><td>R</td><td>W</td><td>M</td></tr><tr><td>Y2</td><td>6</td><td>5</td><td>7</td></tr><tr><td>Y3</td><td>6.5</td><td>5.5</td><td>7.5</td></tr><tr><td>Y4</td><td>9</td><td>8</td><td>8</td></tr><tr><td>Y5</td><td>8</td><td>5</td><td>9</td></tr><tr><td>Y6</td><td>8.6</td><td>6.6</td><td>7</td></tr></table>		R	W	M	Y2	6	5	7	Y3	6.5	5.5	7.5	Y4	9	8	8	Y5	8	5	9	Y6	8.6	6.6	7																												
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Y6	8.6	6.6	7																																																			
B. The gap in attainment between disadvantaged pupils and non-disadvantaged pupils will narrow particularly at greater depth	- Regular triangulation of evidence shows that children have more opportunities to develop mastery - Progress and attainment information demonstrates that the gap between disadvantaged and non-disadvantaged children is narrowing	Narrowing of gaps was not consistent across school for a variety of reasons. In some classes the gap stayed the same (green), in others it narrowed (blue) and in some it widened (no colour) <table><tr><td></td><td>Y1 exe</td><td>Y1 GD</td><td>Y2 exe</td><td>Y2 GD</td><td>Y3 exe</td><td>Y3 GD</td><td>Y4 exe</td><td>Y4 GD</td><td>Y5 exe</td><td>Y5 GD</td><td>Y6 exe</td><td>Y6 GD</td></tr><tr><td>R</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>W</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>M</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		Y1 exe	Y1 GD	Y2 exe	Y2 GD	Y3 exe	Y3 GD	Y4 exe	Y4 GD	Y5 exe	Y5 GD	Y6 exe	Y6 GD	R													W													M												
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C. Through the use of phonic strategies and supporting materials which can be also used at home, all children will have a secure understanding of phonics so the gap will narrow between the number of disadvantaged pupils who achieved the expected standard in the Phonics check and the non-disadvantaged pupils.	- Children are in receipt of appropriate phonics teaching each term (RWI strategies + others) - Where appropriate children read in school and home a book which is closely matched to their phonological awareness - Regular 6-8 weeks assessment data demonstrates an improvement in phonics knowledge and therefore speed of reading	There was not a Phonics check in summer 2021 due to COVID-19. However - All children had access to a book that matched their phonological awareness. These were delivered to families during lockdown. - RWI assessment data showed improvements knowledge and speed of reading
D. The frequency of behavioural issues decreases and this has a positive impact on achievement	- Progress and attainment information demonstrates that identified children are making good progress - Behavioural records demonstrate positive impact of activities that have been carried out	Few behavioural issues in year 2020-21. This was due to the nature of the year and 'bubbles' and also the strategies used to support these children. Too few children fell into this category to demonstrate impact in data.
E. The attendance of disadvantaged children will be in line with the non-disadvantaged children	- Regular attendance monitoring meetings ensure that any attendance issues are address quickly - Improved attendance evident as a consequence of actions taken	Attendance over the year was above average. However there is a gap between the attendance of disadvantaged and non-disadvantaged children of 6%. All issues were followed up quickly, the majority of absences were in relation to COVID.

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
Read Write Inc programme	RWI (Ruth Miskin)
Reading plus	Reading plus
NFER assessment papers for Maths and Reading	NFER

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	KS2 reading aimed specifically at boys
What was the impact of that spending on service pupil premium eligible pupils?	Greater engagement and progress

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.