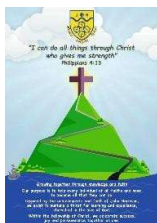


School overview

Funding overview

1

Part A: Pupil premium strategy plan



Statement of intent

The pupil premium grant was introduced in 2011 for children who are eligible for free school meals, children whose parents serve in the armed forces and for looked after children. The purpose of this money was to close the attainment gap between these children and their peers. In 2013 the DfE introduced Pupil premium plus funding for looked after children and previously looked after children, therefore acknowledging the trauma in these children's lives and the importance that school plays in supporting these children. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

At John Harrison, our curriculum is designed to be engaging, exciting and empowering in order to develop our children as confident, determined and resilient learners who seek and overcome challenges in order to become all they can be and fulfil their potential and aspirations, making a positive contribution to their community and the wider society. We ensure that our teaching and learning opportunities plus experiences in our wider school life meet the needs of all of our pupils.

Our curriculum is therefore designed not only to master the knowledge and skills of the national curriculum but to also provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

This is embedded throughout all aspects of school life, underpinned by our vision and our values of hope, endurance, friendship, compassion, forgiveness, peace and respect.

However, we also understand that there may also be complex family situations that prevent some children from flourishing. The Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and there is no "one size fits all". We work hard with the children and their families to ensure that they can become the best that they can be.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of our vulnerable children demonstrate a need for emotional support and support with resilience.

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 • All staff to continue to use learning pit theory and NACEs provision • 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 • Regular meetings with attendance teams and follow ups as needed • 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 • Improved provision at break times to increase free time activity choice
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 • Revise consistencies for each RWI session • 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 as per revised curriculum

	• Continue with research into letter fonts to support disadvantaged and SEND pupil's learning • Build up children's resilience to write at length. • Children to understand the format for writing for different purposes • Spelling shed Y2-6 to improve spelling • Strategies from Alex Quigley training in place and demonstrate positive impact
--	---

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: £28977.30

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	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. 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. Research by the EEF has shown that behavioural and social/emotional	1

	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.	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)

Budgeted cost: £4347.20

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
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.	1,2,4,5
Support on 1:1 basis for children in KS2 who are needing support	The EEF cites that small group or 1:1 has an average impact of 4 months additional progress over the course of a year. This is led by an experienced teacher on a voluntary basis in school.	4,5

To provide small group frequent phonics sessions to appropriate children in Key Stage 2	RWI is widely used across the country and studies have demonstrated a huge impact on phonics and reading	4,5
---	--	-----

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

Budgeted cost: £17448.90

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. Using shed sentences in line with revised framework.	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 performance, along with a decrease in	1, 2

	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, particularly in terms of mental health and wellbeing.	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

Total budgeted cost: £28977.30+ £17448.90+ £4347.20=£50,773.1

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended Outcomes	Success Criteria	Impact Summer 2025
To improve the children's emotional wellbeing, in particular our most disadvantaged children through a secure pastoral approach.	- 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 continue to support children and their families - Increase participation in forest school, allowing all children time to access - Whole staff training to complete ACEs accreditation - Team teach training to be provided as appropriate- Children's safety our priority	- Emotional support offered as needed- FLO, WMIM, School nurse, trained wellbeing ambassadors - Pupil voice confirms knowledge and use of worry tree, wellbeing and trusted adults - Worry tree used again as Brainbuilder Y1-6 as part of emotional wellbeing day - All children given opportunity to access forest school - HT completed mental health training and uses knowledge to support children and staff when needed - Plan to investigate possibility of specialist nurture unit. - Restorative practice in line with ACEs. - Pupil voice-learning pit - Introduced- BOOM (Bullying)
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 - Leadership opportunities available to all children	- Range of visits and visitors including virtual experiences - Leadership opportunities available to all children- buddies, council, reading ambassadors, sports ambassadors, wellbeing ambassadors - Wellbeing ambassador training delivered by WMIM - Pupil voice- raising aspirations - Visit from ex pupil
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	- Range of clubs on offer during lunchtime and afterschool. TAs support with this. With an increased number of disadvantaged children attending. - Library used by all classes and open to parents with children once a week - Pupil voice from school council used to select club choices. Increased number of disadvantaged children on school council. - School team devised to look at the use of playtimes and create plan for the future - School council created banner to keep road safe

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	- RWI assessments every 6 weeks show that phonics teaching is good and progress shown - All books matched according to RWI guidelines - NFER tests used termly Y1-6 - Edshed used Y2-6 to improve comprehension skills. Staff meeting rapid book look show improved understanding in comprehension skills - Introduced RWI in Reception- book and biscuit/information events for parents - Gap between PP and Non PP children narrowing End 2024 37% compared to 66%, End 2025 62% compared to 78%.
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	- Lesson drop ins show pencil grip focus in KS1 and Reception - Spelling shed purchased Y2-6 to improve spelling accuracy - Writing moderation notes and rapid book looks show the resilience and progress in writing plus purpose for writing - Writing data for groups compares well with other schools in the local authority. Greater progress made by PP chn than Non PP children e.g. PP 45.6 point start- 54 point end (8.4 increase) Non PP 59 point start- 63 point end (4 change)

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)
Literacy/Spelling shed	Spelling shed
NFER assessment papers for Maths and Reading	NFER