



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.

Detail	Data
School name	John Harrison CE Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs J Curtis
Pupil premium lead	Mrs C Dobbing
Governor / Trustee lead	Mr P Raistrick

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£4060
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	£41,720

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 • SLT to research and then implement the Thrive wellbeing approach • All staff to undergo training to be a Thrive school • Appointment of an experienced Family Liaison officer to support children and their families • Increase participation in forest school, allowing all children time to access
2. To raise the self-confidence of all children, especially our PP children. Whilst,	• Encourage visitors to school from a range of different jobs and

increasing their opportunities for raising aspirations.	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
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
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 (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 • 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
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

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: £26,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed delivery of daily RWI strategies to Reception and Key Stage 1 children	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 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. 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.	1
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, particularly during COVID 19 where children are not able to move freely around school. 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

	Facilitating a TA in each classroom supports in class intervention strategies, particularly during Covid 19 where children are not able to move freely around the school. It also ensures that the class teacher can focus on a small group.	
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: £3,353+ covered within costs of TA

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 1	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: £14,147

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 Thrive	All staff to be trained and programme to be followed in school.	1
Annual license for Reading plus 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 performance, along with a decrease in problematic behaviours and increase in self confidence	1, 2
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	Research by the EEF has shown that behavioural and social/ emotional interventions can make moderate	2,3

their own aspirations- understanding that they are capable of the next step of their education journey and to understand what is available after school	improvements in academic performance, along with a decrease in problematic behaviours and increase in self confidence	
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Total budgeted cost: £26,425+£3,353+ £14,147=£43,925

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.

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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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.