

Pupil premium strategy statement 2022-23

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.

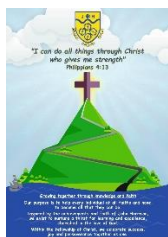
School overview

Detail	Data
School name	John Harrison CE Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs J Curtis
Pupil premium lead	Mrs C Dobbing
Governor / Trustee lead	Mr P Raistrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,910.00
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	£32,910.00

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 - HT to complete Mental Health Training
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
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 • School council to be involved in process of club selection • Library provision available for families to enjoy and use 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 • 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

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: £19,910.00

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 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. 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	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	4, 5

non-disadvantaged pupils	impact. Feedback has effects across all age groups.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,000.00

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: £10,000.00

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	2, 3

	behavioural and social/ emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviours and increase in self confidence	
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 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 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

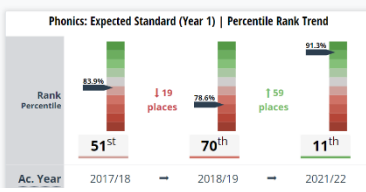
Total budgeted cost: £19,910+£3,000+£10,000= £32,910

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Impact Summer 2022
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	2021/22 SLT considered Thrive but decided to following training opportunities and support from With me in Mind (WMIM) - Family Liaison officer (FLO) attending ELSA training - FLO started wellbeing sessions as needed
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 (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	- June 2022 Phonics check test data was 91% - Regular phonics training for all staff  Phonics: Expected Standard (Year 1) Percentile Rank Trend <table border="1"> <thead> <tr> <th>Ac. Year</th> <th>Rank Percentile</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>51st</td> <td>-</td> </tr> <tr> <td>2018/19</td> <td>70th</td> <td>+19 places</td> </tr> <tr> <td>2021/22</td> <td>11th</td> <td>+59 places</td> </tr> </tbody> </table>	Ac. Year	Rank Percentile	Change	2017/18	51 st	-	2018/19	70 th	+19 places	2021/22	11 th	+59 places
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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 <table border="1"> <thead> <tr> <th colspan="3">Writing Children on track or higher</th> </tr> <tr> <th></th> <th>Summer 2021</th> <th>Summer 2022</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>46.4%</td> <td>60.7%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>70.1%</td> <td>74.4%</td> </tr> </tbody> </table>	Writing Children on track or higher				Summer 2021	Summer 2022	Pupil Premium	46.4%	60.7%	Not Pupil Premium	70.1%	74.4%
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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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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>Green</td><td></td><td>Green</td><td>Blue</td><td>Blue</td><td>Blue</td><td>Blue</td><td></td><td></td><td></td><td>Blue</td><td></td></tr><tr><td>W</td><td></td><td>Green</td><td></td><td>Blue</td><td></td><td>Blue</td><td></td><td>Green</td><td>Green</td><td></td><td></td><td>Green</td></tr><tr><td>M</td><td></td><td></td><td></td><td>Green</td><td></td><td></td><td>Green</td><td>Blue</td><td>Blue</td><td>Blue</td><td>Blue</td><td>Green</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	Green		Green	Blue	Blue	Blue	Blue				Blue		W		Green		Blue		Blue		Green	Green			Green	M				Green			Green	Blue	Blue	Blue	Blue	Green
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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.