



Harrow Lodge Primary School Pupil premium strategy statement

School overview

| Detail | Data |
|---|--------------------------------------|
| School name | Harrow Lodge Primary School |
| Number of pupils in school | 452 (October 2024) |
| Proportion (%) of pupil premium eligible pupils | 29% (129) |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Lynette Searle |
| Pupil premium lead | Lorraine Waddington/ Michelle Clarke |
| Governor / Trustee lead | Sarah Cole - Governor |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £186,480 |
| 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 | £186,480 |

Part A: Pupil premium strategy plan

Statement of intent

At Harrow Lodge Primary we are an inclusive school and our intention is to provide an inspiring and inclusive teaching and learning environment. We believe that the highest possible standards can only be achieved by having the highest expectations of all our learners. Our ultimate objective is that no child is left behind socially, or academically because of disadvantage. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

The percentage of pupils eligible for pupil premium at Harrow Lodge is higher than the national average of 24.6% for 2023/2024. Our Pupil Premium Strategy aims to address the main barriers our children face through rigorous tracking, careful planning and targeted support and intervention. This will provide all children the access and opportunities to enjoy academic success and prepare them well for the next stages in their learning and life.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | On entry Reception Baseline levels for all areas of development are lower than national data, particularly in literacy skills and for girls. This slows reading progress in subsequent years. |
| 2 | Pupil premium children have lower literacy levels across the school, particularly in reading. Oral language skills are lower for PP pupils than for other pupils and parents are not always able to support their children with home learning due to their own experiences of education. |
| 3 | Ensure that there is an equality of opportunity for all PP children E.g. access to quality first teaching, STEM opportunities, music opportunities and equal access to trips, visitors and other curriculum enrichment programmes such as clubs. |
| 4 | Not all families prioritise attendance and the attendance and punctuality of PP children is lower than other pupils. There is a higher record of persistent absenteeism in PP children. This results in their development being delayed and academic achievement impeded. |
| 5 | There is a lack of confidence and low self-esteem when approaching learning and pupils eligible for PP, particularly girls, have lower aspirations for their future, reducing their motivation and commitment to learning. |
| 6 | Pupils have limited experiences beyond their home life and immediate community due to a lack of sufficient funds at home. |
| 7 | 21% of our PP children also have special educational needs, with 16% on SEND support and 5% in receipt of an EHCP. |
| 8 | Children experience a range of social and emotional and mental health issues. |

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. Improve reading/phonics skills for PP pupils in KS1 and EYFS. | <ul style="list-style-type: none"> • Pupils eligible for PP in EYFS and KS1 make rapid progress from their very low starting points to meet end of year reading expectations. • Through tracking of individual progress and attainment, targeted resources are given to parents to use at home. • Better vocabulary acquisition results in increased oracy skills in the early years and KS1. |
| 2. Higher rates of attainment in reading for pupils eligible for PP. | <ul style="list-style-type: none"> • Pupils eligible for PP achieve expected outcomes in line with Non PP pupils by the end of Key Stage 1 and 2 in reading as measured by internal teacher assessment. • Gaps between Reading for PP pupils and Non PP pupils is reduced. |
| 3. All pupils make progress, catch-up on missed prior learning and demonstrate increased confidence in class. | <ul style="list-style-type: none"> • Pupils eligible for PP make accelerated progress to narrow the gap in attainment between PP and Non PP pupils. • Pupil Progress meetings identify target children to focus on with catch-up intervention programmes. |
| 4. Increased attendance rates for pupils eligible for PP. For attendance to be good compared to national attendance (96%) and to reduce the number of PP children who are persistently absent. | <ul style="list-style-type: none"> • Supportive relationships are developed with families which is shown through increased engagement with the school. • Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. • Uptake for Breakfast Club increases. • Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed. |
| 5. Develop increased confidence and self-esteem in identified PP pupils, with a focus on girls, which will impact positively on their learning. PP pupils are aware of the opportunities that are available to them, increasing their aspirations for the future. | <ul style="list-style-type: none"> • Disadvantaged pupils will confidently approach all aspects of their learning. • Disadvantaged pupils will develop resilience when faced with challenges in their learning. Their books will show a greater amount of challenges attempted. • Pupils eligible for PP are targeted for cross school competitions and events, particularly the more-able PP children. |
| 6. Increase disadvantaged and all Pupil Premium pupils' experiences, particularly girls, beyond their home life and immediate community to increase their cultural capital. No PP pupil misses an activity or experience due to economic reasons. | <ul style="list-style-type: none"> • Funds are identified to ensure that key activities are accessed by all PP pupils. • Art and sports activities reduce negative cultural capital for disadvantaged children. • Pupils eligible for PP take up the offer of a free after school club. |

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: 2024/2025 – £44,864.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Quality First Teaching | This is fundamental in the progress of all our children. Teachers are monitored by the SLT on a regular basis through planning scrutinies, professional dialogue and learning walks to ensure that high standards are maintained across the school. | 1 2 3 |
| Ongoing CPD on RWInc to improve phonics teaching and the teaching of reading. Subscription to Ruth Miskin Website plus replenishing resources | A consistent and systematic approach to teaching phonics has proven to improve children’s attainment in phonics and reading. Since adopting RWInc in 2016 we have seen a marked improvement in Year 1 Phonic Screening results. All adults delivering the programme need to ne kept up to date with training and developments. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 2 3 |
| Release time for subject leaders to provide relevant CPD and resources to improve the quality of the curriculum for all learners. Cover teacher | Monitoring of teaching and learning identifies curriculum strengths that impact pupil premium the most. | 2 3 |
| Professional development on evidence-based approaches, with a strong focus on using strategies in WalkThrus to enhance teaching and learning. (staff meeting time) | Effective teaching is achieved through positive experiences of CPD. Good quality professional development allows staff to build knowledge and teaching techniques leading to embedded practice and motivated staff. (EEF) | 1 2 3 |
| Provide revision homework books for Year 5 and 6 to provide additional academic support at home. | Providing homework and revision books, rather than online tasks, ensures that children from disadvantaged backgrounds will be able to access the additional support regardless of any difficulties they may face in accessing technology at home. | 2 3 |

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

Budgeted cost: 2024/2025 - £57,787.85

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Maths intervention using Dynamo Maths for targeted children in Years 2-6 who are working just below expectation. (Dynamo Maths Subscription fee + 1 x TA daily)</p> <p>Reading interventions focussing on comprehension skills and reading stamina. Subscription for Literacy Gold reading intervention to be used across the school (£800)</p> <p>Two trained TA's to carry out RWInc 1:1 tutoring in KS1 during the afternoons</p> <p>5% of SENCO salary to support the 21% of PP children who are in receipt of Pupil Premium</p> | <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Internal tracking showed that children who have received the Dynamo maths intervention made significant progress in maths, particularly in their number skills.</p> <p>Literacy Gold has had a significant impact in increasing the reading ages and reading fluency speeds of children who took part in it last year.</p> <p>1:1 Tutoring in RWInc has helped to target children who were at danger of not passing the Year 1 PSC. Daily intervention proved successful with 83% of children reaching the standard in 2024.</p> <p>Our senco works closely with teachers to ensure that teaching is adapted to meet the needs of all the children in the class with additional needs. All SEND children make good progress throughout the school with 20% of SEND children making better than expected progress in the last academic year.</p> | 3 |

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

Budgeted cost: 2023/2024 - £80,745

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Mental Health Champion scheme bought in for Year 4 and 5</p> <p>School to work towards the Mental Health award</p> | <p>Children will have a more positive attitude to learning and increased well-being. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 5 8 |

| | | |
|---|---|-------------|
| Children to gain their Social Impact Award | | |
| All pupils eligible for Pupil Premium are offered the chance to learn an instrument in school. | EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 5 6 |
| Behaviour Lead (ELSA) Behaviour/counselling support through 1:1 meetings and small group activities with behaviour lead. | EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Vulnerable children have a safe place to discuss their emotions and feelings. Strategies are given to these children to help them concentrate in class and they are better able to cope with how they are feeling. The children are emotionally and socially able to access all aspects of the curriculum. | 5 |
| Purchase of Partnership Learning attendance officer. Breakfast Club supplement for PP pupils. Breakfast Club salaries Invite parents in to discuss potential barriers with PP lead. | Pupils eligible for Pupil Premium have a higher rate of absenteeism than Non-PP children. There is also a higher level of lateness with PP children. The attendance officer has proven to be successful in the past when working with specific families who have dis-engaged with school for various reasons. We have found that many PP children come to school without having breakfast due to running late or lack of funds. Offering all children free attendance at the Breakfast Club will help to alleviate this. EEF https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision | 4 |
| Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that all children have access to enrichment activities. Pupils eligible for Pupil Premium receive discount towards the Year 6 residential. Pupils eligible for Pupil Premium are offered one free after school club a week. | Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children. We want to ensure that all children are getting access to all areas of the curriculum, including after school clubs. | 6 |
| World of Work activity week arranged for KS2 to allow children to explore wider opportunities in the workplace. | <i>EEF Employer Engagement in Education</i> <ul style="list-style-type: none"> • Pupils often gained something new and distinct from their engagements with employers • They were highly attentive to the views expressed by employers on the value of education and qualifications • Employer engagement impacts on achievement primarily through increasing pupil motivation | 3 5 6 |

| | | |
|--|--|--|
| | <ul style="list-style-type: none">• <i>The greatest impact can be expected among middle and lower level achievers – as high achievers are commonly highly motivated already’ (Mann and Dawson, 2014, p. 4).</i> <p>Through the World of Work programme, the children will have the opportunity to explore various job opportunities, visit different workplaces and talk with employers.</p> | |
|--|--|--|

Total budgeted cost: 2024/2025 - £183,397.40

Contingency: £3,082.60

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023 to 2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

There are 15 children eligible for pupil premium in EYFS.

68.9% of pupils achieved GLD (60% for PP which is 8% above national) Early reading and phonics has continued to improve. Baseline in word reading was 41% (27% for PP) which rose to 75% (60% for PP) by the end of the year. Our internal RWInc phonic screening data shows that 62% of children are on track with their phonic development, an increase from 34% at the end of the autumn term. This demonstrates good progress from the children's starting point and that a good proportion of children made better than average progress.

There are 13 children eligible for pupil premium in Year 1

Phonic screening outcomes in Year 1 demonstrate the impact that the focus on delivering a high quality phonics programme has had. At the end of Year 1 83% passed the phonic screening test (85% PP). At the end of Year 2 90% of children passed the phonic screening test (79% PP) The focus on training staff to deliver good quality phonic teaching and targeted 1:1 intervention will continue in 2024/2025.

There are 14 children eligible for pupil premium in Year 2

4 of these children are SEND and 2 are EAL.

29% met ARE in reading

14% met ARE in writing

36% met ARE in maths

This cohort is a particularly weak cohort and will continue to be a focus in 2024-2025.

There are 20 children eligible for pupil premium in Year 6

80% met or exceeded ARE in reading (17.5% above national)

60% met or exceeded ARE in writing (1.4% above national)

60% met or exceeded ARE in SPaG (1% above national)

60% met or exceeded ARE in maths (0.9% above national)

Our priority regarding attendance and persistent absence has had some success on an individual pupil level. Attendance will continue to be a priority for 2024-2025 with the implementation of the DfE's new 'Working together to improve school attendance. The trust's EWO will continue to visit but this will change to a visit every two weeks to keep on top of the children who are falling below 90%.

This year the HT and DHT met with all Year 5 and 6 children on a weekly basis to monitor their attendance and discuss reasons for absenteeism with the children. This proved successful, especially with persistent absence in Year 6 and will be rolled out to include Year 4 in 2024-2025.

Attendance 2023 2024

| Autumn Term 2023 | | Spring Term 2024 | | Summer Term 2024 | |
|----------------------|-----------------|----------------------|------------------|----------------------|-------------------|
| Attendance % | Sept - Dec 2023 | Attendance % | Sept 23 – Mar 24 | Attendance % | Sept 23 – June 24 |
| Whole school | 95.1% | Whole school | 94.9% | Whole school | 94.9% |
| Pupil Premium | 93.3% | Pupil Premium | 93.3% | Pupil Premium | 92.8% |
| SEND | 93.2% | SEND | 93% | SEND | 92.7% |
| Boys | 95.2% | Boys | 94.7% | Boys | 94.6% |
| Girls | 95% | Girls | 95.1% | Girls | 95.2% |
| | | | | | |
| Persistent Absence % | Sept – Dec 2023 | Persistent Absence % | Sept 23 – Mar 24 | Persistent Absence % | Sept 23 – June 24 |
| Whole school | 17.1% | Whole school | 15.8% | Whole school | 13.8% |
| Pupil Premium | 26.2% | Pupil Premium | 24.2% | Pupil Premium | 26.5% |
| SEND | 29.7% | SEND | 25% | SEND | 29.3% |
| Boys | 16.2% | Boys | 17.4% | Boys | 15.6% |
| Girls | 18.2% | Girls | 14.1% | Girls | 11.8% |