



Pupil premium strategy statement – Harrow Gate Primary Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	56%
Academic years that our current pupil premium strategy plan covers	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Vicky Galt
Pupil premium lead	Vicky Galt
Governor / Trustee lead	ELT Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,542
Recovery premium funding allocation this academic year	£34655
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£324,197

Part A: Pupil premium strategy plan

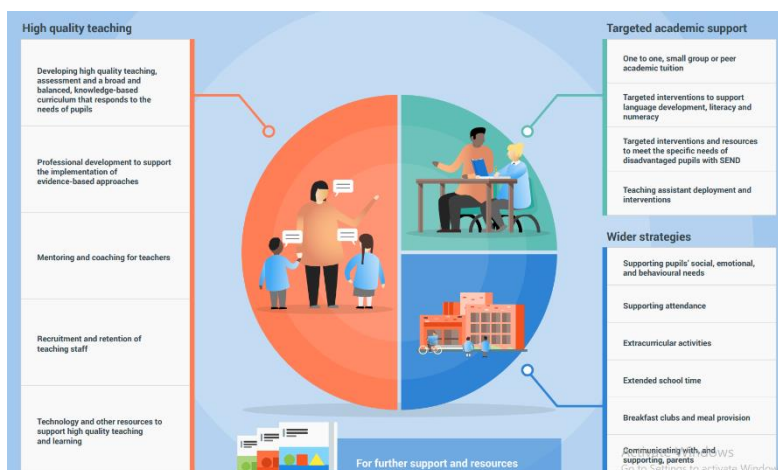
Statement of intent

At Harrow Gate Primary, 56% of pupils attract the pupil premium funding. This is compared to 21% nationally. This means our school has a significantly above average proportion of Pupil Premium children. Rather than being a minority, it is many of our pupils that attract the Pupil Premium funding. This significantly influences the strategy for spending the premium as rather than seeking to raise attainment of a small group, we are seeking to raise the attainment of the majority of the school. The EEF state, “many of the most effective ways to do this [improve attainment] – including improving the quality of teaching – will also benefit other groups” and we fully embrace this philosophy.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils’ learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand part they play in addressing educational disadvantage.

Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement and allow them to achieve as well as their peers. As the EEF state, “Pupil Premium students are not a homogeneous group”. This is especially pertinent in a school where we have over 200 Pupil Premium children. Students eligible for the Pupil Premium are more likely to be low-attaining than other children, however we have a mixture of middle and high attainers who also attract the Pupil Premium. The belief that all eligible children should be positively impacted by this strategy heavily influences our spending strategy.

As recommended by the EEF, we take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention. This is reflected in the Pupil premium spending, where teaching is the highest cost tier.



A significant part of that budget provides release time for our leadership team. Through leadership capacity, there is a sharp focus on the quality of pupils’ learning experiences. Our distributed leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice. As a final principle, the EEF state, “The challenge of implementation means that less is more”. In line with this, we not have a huge number of actions in place; instead we focus on a smaller number of priorities to give them the best chance of success.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline: Attainment in reading, writing and maths on entry to all key stages (EYFS, KS1 and KS2) for disadvantaged learners is low when compared to peers, both in school and nationally.
2	COVID-19 Impact: Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3	Language difficulties and limited vocabulary: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
4	High levels of complex SEND: The academy has a higher proportion of disadvantaged learners with SEN compared to their peers, particularly cognition & learning and SEMH. 36% of our disadvantaged pupils are identified as having SEN compared to 22% of non-disadvantaged pupils
5	Barriers to good attendance: Our attendance data for 2022-23 (the end of the last three-year strategy) indicates that attendance among disadvantaged pupils was 0.8% lower than it was for all pupils. This is a slightly smaller gap than previous years however the overall figures for both groups are lower than national. Additionally, 26.6% of disadvantaged pupils were persistently absent. This figure remains too high, and is higher than the figure for all pupils which was 20.8%
6	Extreme SEMH Needs: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved attainment for disadvantaged pupils at the end of Reception.	EYFS profile outcomes in 2024/25 shows that over 65% of disadvantaged pupils achieve a GLD.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading and writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils.

	<ul style="list-style-type: none"> The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant, quantitative improvement seen in the bi-annual wellbeing, friendship and bullying survey quantitative improvement seen in Thrive data from the baseline in September 2023.

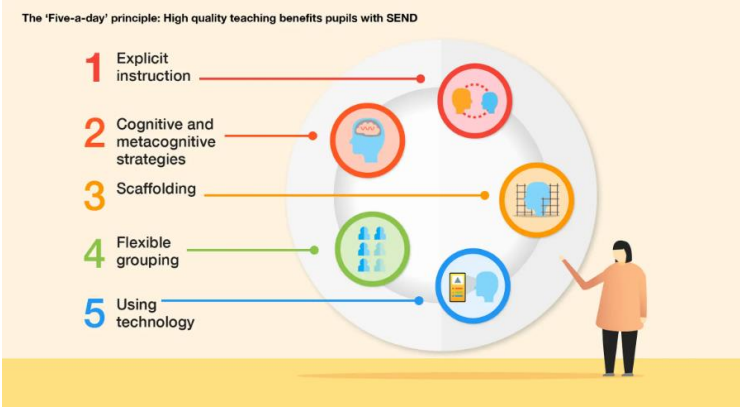
Activity in this academic year

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: £150,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an extensive CPD programme to continue to develop quality first teaching across the whole school. This to include:</p> <ul style="list-style-type: none"> Great Teaching Toolkit Voice 21 Oracy Project 'The National College' on demand CPD subscription Early Reading - Ongoing training from the Literacy Trust and Little Wandle letters and sounds 'portal' and the partner development days Additional refresher CPD from CLPE for all staff Training from the Maths Hub for identified individuals <p>Cost: £15,000</p>	<p>The EEF Pupil premium guide states that improving quality first teaching should be the first priority.</p> <p>Additionally, in their book, "What Works?", Major & Higgins (2019) detail 'Improving Classroom Teaching' as having a gain of +4 months on pupil attainment. Major & Higgins recommend a series of evidence informed approaches that leaders should use to improve classroom teaching.</p> <p>To this end, we are continuing to allocate a significant CPD budget of £18,000 to allow teaching staff at all levels to develop their pedagogical skill and improve classroom teaching.</p> <p>Specific courses are also backed up by evidence e.g. Little Wandle letters and sounds phonics training, phonics is stated by the EEF as having a significantly positive impact on attainment (+5 months).</p>	1 2 3 4
<p>Provide release time for the Vice Principal and members of the leadership team, to allow them to provide support to teachers to improve the quality of teaching across school.</p> <p>The Vice Principal will be the Induction Tutor for ECTs.</p> <p>Cost – £79,801</p>	<p>Building on the above evidence base, the Vice Principal and SLT members have specific time to support teachers in 'Improving Classroom Teaching'.</p> <p>They use evidence-informed approaches to develop staff, based on the principles of the 'Great Teaching Toolkit', which is a synthesis of research in the field of teaching & learning.</p> <p>The DfE Early Career framework (available here) is based on a sound base of evidence and research into the field of teacher development. The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF).</p>	1 2 3 4
<p>Provide release time for the Early Reading lead to allow them to provide support to teachers to improve the quality of teaching across school.</p>	<p>Building on the above evidence base, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months).</p> <p>The Early Reading lead provides phonics training for all staff in line with the guidance in our SSP scheme (Little Wandle Letters ad</p>	1 2 3

<p>Cost – £33,271</p>	<p>Sounds). This ensures that we are following the scheme with fidelity (which is also an evidence informed recommendation).</p>	
<p>SENDCo (Vice Principal) time to provide support teachers with provision for SEND children in the classroom.</p> <p>Also release time for HLTA in EYFS to support with SEND early identification under the supervision of the Vice Principal (SENDCo)</p> <p>Cost – £22,550</p>	<p>The strategies and advice given by the SENDCO are based on the EEF report ‘Special Educational Needs in Mainstream Schools’, which can be found here.</p> <p>This includes strategies such the EEF ‘five a day’ principle, which forms the basis of our strategy for Wave 1 intervention during quality first teaching.</p> 	<p>4</p>

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

Budgeted cost: £69,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 2 x teaching assistants on the afternoon to deliver targeted one-to-one reading tutoring using the Little Wandle letters and sounds toolkit for children in Years 1 and 2. This to be joint funded through the NTP subsidy and pupil premium.</p> <p>Cost – £17,000</p>	<p>One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>We follow the EEF recommendations, particularly, “for one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.”</p> <p>We use the structured programme Little Wandle Letters and Sounds ‘Catch up’ one-to-one tutoring, and our tutors have continual training in this approach (including from the English Hub).</p>	<p>1 2 4</p>
<p>Provide a teaching assistant to deliver targeted one-to-three maths tutoring using the White Rose Maths tuition model.</p> <p>This to be joint funded through the NTP subsidy and the pupil premium.</p> <p>Cost – £17,000</p>	<p>One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>Through the NTP we are using a 1:3 approach. The EEF state, “Approaches that ... deliver instruction ... in small groups rather than one to one have smaller positive effects, on average, but may be a cost effective solution to providing targeted support.” (EEF Toolkit).</p> <p>We use White Rose maths tuition, ensuring the content is exactly matched to our maths curriculum. This is delivered by our staff who have been trained by White Rose.</p>	<p>1 2</p>
<p>Continue to provide Reading Plus as effective targeted support in reading comprehension in KS2</p> <p>Cost – £7750</p>	<p>Reading Comprehension strategies are highlighted by the EEF as having a significant positive impact on pupil attainment (+6 months).</p> <p>Using Reading Plus to deliver this intervention keeps costs low as school already has a significant number of iPads, on which the application can be used. It also allows whole classes the opportunity to access the intervention, rather than just groups.</p>	<p>1 2 3</p>

	Reading Plus also offer case studies to support the efficacy of their intervention here .	
Continue to provide access to Times Tables Rockstars and Numbots for all children in school. Encourage children to use these platforms at home as they can be accessed independently. Cost – £400	Homework is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). Two of the EEF key findings are, “Homework that is linked to classroom work tends to be more effective.” and “It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).” To this end, Numbots and TT Rockstars are effective programmes to use for Homework as they are very cheap and provide very specific practice around number facts. It also provides specific feedback for children automatically	1 2
Provide a further release time for the SENDCo to support staff with meeting the needs of SEND children and to ensure children receive the support they require (e.g. outside agency referrals, EHCP applications) Cost: £27,432	The EEF’s SEND evidence review (EEF, 2020), available here, makes a wide-ranging number of recommendations to improve provision for children with SEND. In order to put these recommendations in place, particularly around multi-agency working, the experienced SENDCo needs release time for teaching staff from the classroom.	1 4 6

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

Budgeted cost: £136,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a reduced cost breakfast club and extended reach breakfast programme for all children in school. Partnership with National Schools Breakfast Programme (staffing costs) Cost – £10,920	NSBP was evaluated as an EEF project and showed gains of +2 months for a very low implementation cost. NSBP also point to data gained from their survey of schools that show the positive impact of a free breakfast club, including a reduction in behavioural incidents, and a positive impact on concentration and readiness.	5 6
Continue to provide a Specialist Safeguarding Officer to identify children who may need early help or be at risk of harm, and secure the help these pupils and families need. Cost – £41,940	Keeping Children Safe in Education 2022 (DfE, 2022) makes a number of recommendations around the leadership of safeguarding. Due to the very high number of pupils with social care involvement, school has appointed a specialist safeguarding officer to support with work of the designated lead (Principal) to ensure that school can attend all multi-agency meetings and engage with social care as much as possible.	5 6
Continue to provide a Positive Mental Health Officer to allow children with significant barriers – social, emotional and mental health to access their learning and make progress. Cost – £35,411	Social and emotional learning is highlighted by the EEF as having a positive impact on pupil attainment (+4 months). To this end, we employ a highly skilled HLTA who is trained in THRIVE, Attachment and Trauma, Theraplay and Counselling, to both deliver structured intervention programmes and also provide ad hoc support as necessary e.g. moments of crisis. The HLTA delivers bespoke training to staff to support the SEMH and wellbeing of children within the education setting	5 6
Continue to provide an Education Welfare Officer to focus on improving attendance and supporting parents with any other issues, including learning at home. Cost – £11,395	Parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months). To support this, our school employs an education welfare officer to provide more intensive support for families in crisis, or on the edge of social care involvement e.g. at EHA level. The EWO also is the operational lead on attendance, following the DfE’s Improving School Attendance advice.	5

	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Engage with 'The Bungalow Partnership' to provide targeted therapy to disadvantaged children with social, emotional and mental health issues. Cost – £2000	The EEF SEND evidence (EEF, 2020) review states “There is strong evidence that interventions using behavioural approaches can be effective as inclusive responses to challenging behaviour in mainstream classes”. We use therapy for children with challenging behaviour, where appropriate, but also for children who may have experienced trauma but do not yet show challenging behaviour but could do so in the future if their needs are not met. Additionally, parental engagement strategies are highlighted by the EEF as having a positive impact on pupil attainment (+4 months).	5 6
Continue to implement the Thrive approach to improve pupils' wellbeing. Cost – £2450 + CPD £1475 Total: £3925	Thrive point to numerous studies that highlight the efficacy if Thrive approach in improving pupils wellbeing. These can be seen here . The EEF cite 'behaviour interventions; as having a +4 month gain on pupil achievement.	5
Increase disadvantaged children's arts participation through providing tuition from Tees Valley Music for every class in school, in addition to their standard music curriculum. Cost £13,481	Arts participation is highlighted by the EEF as having a positive impact (+3 months) on other areas of the curriculum, particularly English and maths. It is also a low-cost approach, and allows us to provide children with the opportunity to learn an instrument which they may not otherwise be able to afford to do.	5
SLA for weekly STRIVE (specialist OT services) assessment, programme development and review in school for children with OT needs and sensory difficulties. Cost £17,250	School have highlighted that the number of children with motor and sensory difficulties has significantly increased over the past two years. The NHS OT service has an extensive waiting list and there is a lack of therapeutic input and sensory assessment. Through using Strive in school we now have a clearer understanding of needs, set programmes to support development and a process of review with the therapist.	5

Total budgeted cost: £356,526

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of the strategy against the aims:			
Intended outcome	Success criteria	Baseline position (end of 2021-22 academic year)	Review (end of 2022-23 academic year)
Improved attainment for disadvantaged pupils at the end of Reception.	EYFS profile outcomes in 2024/25 shows that over 65% of disadvantaged pupils achieve a GLD..	58% of disadvantaged children achieved a GLD, compared to 70% of their peers	61% of disadvantaged children achieved a GLD in 22-23, which is close to the target and an increase of 3%. There is still a gap between their peers, as 80% of non disadvantaged children achieved a GLD.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading and writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.	In reading, 43% of disadvantaged students reached the expected standard, compared to 87% of their peers. In writing, 52% of disadvantaged students reached the expected standard, compared to 87% of their peers.	In reading, at the end of academic year 22-23, 48% of disadvantaged students achieved ARE or higher in reading, which is a slight improvement (5%) on 21-22. This is a priority for the academy improvement plan in 23-24. In writing 65% of disadvantaged students achieved ARE or higher in reading, which is a significant improvement (13%) on 21-22 and shows the gap here is closing.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Assessments and observations indicate significantly weaker oral language among disadvantaged pupils. There is a higher rate of pupils with SEND where communication and interaction is identified.	Launchpad for literacy used has been introduced in EYFS successfully. In 2023-24, the school will be part of the Voice21 Oracy Project and will be embedding Philosophy 4 Children.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers. 	<p>Disadvantaged attendance is 91.8%, compared to 93% for non-disadvantaged. Disadvantaged persistent absenteeism is 29.8% compared to 21.9%.</p>	<p>Improvements in attendance and rates of persistent absenteeism have been seen over the year.</p> <p>Disadvantaged attendance has risen to 92.5% (+0.7%) and disadvantaged persistent absenteeism has reduced to 23.4% (- 2.6%).</p> <p>The gap between disadvantaged students and their peers remains significant. This is a priority for the academy improvement plan in 23-24.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant, quantitative improvement seen in the bi-annual wellbeing, friendship and bullying survey • quantitative improvement seen in Thrive data from the baseline 	<p>Disadvantaged children have higher levels of SEND where the category of need is identified as SEMH. There is also a higher rate of social care involvement amongst our disadvantaged children; this correlates to range of emotional wellbeing issues.</p>	<p>Thrive has been embedded in school regarding wellbeing.</p> <p>We have established a new partnership with the NHS mental health support team- Alliance.</p> <p>A wide package of support is available for children who need support with their emotional wellbeing.</p> <p>The wellbeing, friendship and bullying survey is biannual and will be completed during 23/24.</p>

Appendix 1 – Data summary

		2022 – 23 ALL	2022 – 23 PP	2021 – 22 ALL	2021 – 22 PP
Attendance		93.5% (+0.5)	92.5% (+0.7)	93%	91.8%
Persistent Absence		19.2% (-2.7)	23.4% (-6.4)	21.9%	29.8%
EYFS GLD		65%	52%	72%	67%
PSC Yr1		73%	70%	70%	
PSC yr2		79%	72%	25%	
KS1	Reading	56%	56%	58%	50%
	Writing	56%	56%	62%	59%
	Maths	61%	62%	72%	66%
KS2	Reading	64%		82%	78%
	Writing	72%		77%	70%
	Maths	71%		84%	80%
	CRWM	50%		69%	57%
	Pupil Numbers	57	31	61	40

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rock Stars	Maths Circle
Reading Plus	Dream Box Learning
Little Wandle letters and sounds	Little Wandle letters and sounds
Power of Reading	Centre for Literacy in Primary Education
THRIVE	THRIVE