



Learn, Laugh, Love

The Pupil Premium: Using it to diminish the difference at Harehills Primary School

September 2020 – September 2021

Harehills Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.



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What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Context

Harehills Primary is a large 3-form entry school with 714 pupils. We serve an area of significant deprivation and our pupils come from a wide range of ethnic minority backgrounds (15/17 possible ethnic groups and 36 languages are spoken). The majority of our pupils are of Pakistani heritage and we have an increasing number of pupils from Eastern European and African countries arriving in school with little or no English, and no previous schooling. There is a significant language barrier in school with 89% of our pupils' proficiency in English ranging from New to English to Developing Competence, and a large number of pupils enter school with delayed language and reading skills. Currently, the percentage of pupils eligible for Pupil Premium funding is 28% (Spring census 2020), this figure is decreasing year on year, which is another significant barrier. We believe among other factors, this decrease is because many of our families are new to the country and therefore unentitled to Free School Meals and other benefits, and also it has become increasingly difficult for families to claim eligibility for Free School Meals under the benefits criteria.

Rationale

Harehills Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on *all pupils*
- focussed support to target *under-performing pupils*
- specific support targeting *pupil premium pupils*

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes two identified governors having responsibility for Pupil Premium, the Deputy Head teacher, Assistant Head teachers and TLCPs responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Deputy Head teacher and Assistant Head teachers regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

Action Plan for Pupil Premium provision September 2020 – September 2021

Ofsted November 2015

'Pupil Premium funding is use very effectively and provides additional teaching and support for pupils' welfare. As a result, disadvantaged pupils often make better progress than other pupils, relative to their individual starting points. The school carefully identifies any factors that cause pupils to fall behind and carefully plans how pupils can be helped to catch up.'

Main internal and external barriers:

- Low Attendance and high Persistent Absentees
- Vulnerable families and pupils with emotional and social needs
- School readiness (low academic baselines on entry, socially and emotionally ready)
- Delayed language and vocabulary skills (speaking & reading skills)
- High numbers of pupils with limited/no English
- High mobility

Desired outcomes to diminish the difference between Pupil Premium funded pupils and Other pupils

- A. Pupils with low attendance/ high Persistence Absentee levels are supported and challenged
- B. Continued support for families and pupils with social, emotional and health needs through Nurture and the Hub Team
- C. Continue to improve reading in KS2, including those working at Greater Depth
- D. Continue to develop reading, phonics, vocabulary, and Speech and Language in EYFS & KS1
- E. Continue to boost pupils who are at risk of falling behind in Reading, Writing and Maths in UKS2
- F. Improved school readiness and pupil enjoyment through providing daily Rise & Shine Breakfast club
- G. Continued support for pupils and families who are new to English/ no previous schooling

*Please see the Action Plan below for more detail around the above desired outcomes

Action Plan for Pupil Premium provision September 2020 – September 2021

| Funding Based on January Census | Amount of Pupil Premium Funding |
|---------------------------------|--|
| January 2020 | £235, 375 (£239, 604 inc 16 x EYPP funding) |
| January 2019 | £265, 320 (£268, 960 inc 16 x EYPP funding) |
| January 2018 | £279, 840 (£283, 440 inc 12 x EYPP funding) |
| January 2017 | £308, 880 (£313, 680 inc 16 x EYPP funding) |

| | |
|--|---|
| Total Pupils on roll FS1 to Year 6: 714 children (Spring 2020 census) | Total Pupils on roll Nursery: 93 children (Spring 2020 census) |
|--|---|

| | 2020 - 2021 | 2019 - 2020 | 2018 - 2019 | 2017 - 2018 |
|---|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Number of pupils eligible for Pupil Premium (from YR to Y6) | 175/621 (28%) | 201/629 (31%) | 212/631 (34%) | 234/629 (37%) |
| Number of pupils eligible for Early Years Pupil Premium | 14 pupils | 16 pupils | 12 pupils | 16 pupils |
| Number of Looked after children eligible for Pupil Premium or children from Armed Services Families | 0 | 0 | 0 | 0 |

Action Plan for use of Pupil Premium 2020 - 2021

| Desired Outcome | Action: Pupil Premium used for... | Amount allocated (£) | New Continued action | Targeted Group(s) | Intended Outcomes How the actions impact on achievement | Monitored by | Impact |
|---|--|--------------------------------|-----------------------------|---|--|---|---------------|
| Whole school strategies for all pupils | | | | | | | |
| A | Attendance support for pupils & families – led by, Attendance and Admissions Manager, Inclusion Manager Learning Mentors. | £48,400 | Continued | All FAMILIIES Approx. 50 vulnerable families | Improved levels of attendance, punctuality, and a decrease in numbers of Persistent Absentees | A.Ali, JH, JT, SWi, LMs, DHT, SLT Governors Pupil Support Committee | |
| F A | Rise and Shine breakfast club serving approx. 100 children with enhanced provision for vulnerable children - led by Rise & Shine Manager and 9 staff. | £33, 000 | Continued | All FAMILIIES Targeted PP children with poor attendance. Approx. 100 children currently attend R&S. | Improved attendance, punctuality, wellbeing, school engagement and readiness to learn | JH, DHT, SLT Governors Pupil Support Committee | |
| B | Pastoral Lead and Learning Mentors support for children and families. | £45,645 | Continued | FAMILIIES requiring social and emotional support | Children’s social and emotional well-being is best supported to enable them to learn and enjoy school. | JH, DHT, SLT Governors Pupil Support Committee | |

| Targeted strategies for underperforming pupils and other pupils | | | | | | | | |
|---|---|------------------|-------------------------------|--|--|--|--|--|
| G | NtE/new arrivals Teacher to support out of class 3 days per week | £30,323 | Continued | Supporting approx.30 NtE children from Years 2-6 | Small group teaching for NtE/New Arrivals to ensure effective induction into school and accelerate acquisition of English. | JM, CA, DHT, SLT Governors - Resources committee | | |
| B | Full time Nurture Manager, 1 part time Behaviour Support Worker and 2 x TAs to deliver Nurture Provision focusing on behaviour support and social and emotional learning. | £70,305 | Continued | Whole school Identified case load – approx. 9 children attend Nurture Approx. 3PP children in the group | Children’s behaviour, attitudes to learning, social skills, and emotional and mental health are understood and best supported through a mix of Nurture Class and additional support in class | JH, WL, DHT, SLT Governors Pupil Support Committee | | |
| Targeted strategies for Pupil Premium pupils | | | | | | | | |
| D | 1x additional part time Reading Assistant in FS1 and FS2. | £8,473 | Continued | EYFS (approx. 20 PP children per week across the year groups) | Accelerate phonics learning, reading/comprehension and vocabulary in FS1/FS2 | CP, DHT, SLT Governors Teaching & Learning Committee | | |
| | Total spend: | £236, 146 | (PP Budget - £235,375) | | | | | |