

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Great Harwood Primary School
Number of pupils in school	(R-Y6) 177
Proportion (%) of pupil premium eligible pupils	35% increased to 42% during this period
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Annually until July 2027
Statement authorised by	Full Governing Body
Pupil premium lead	Mr J M McKenna
Governor / Trustee lead	Roy Early

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93240
Recovery premium funding allocation this academic year	£n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2024-25	£115710

Part A: Pupil premium strategy plan

Statement of intent

At Great Harwood Primary School, we recognise that our disadvantaged pupils may have a range of needs and barriers to their learning. Our targeted approach is designed to identify and remove those barriers to ensure equity of access to all learning, access to a relevant and enriching curriculum so that they achieve their potential, believe in themselves whilst they develop their confidence in creativity and a passion for learning.

Our pupil premium strategy aims to meet these objectives by:

- ***Ensuring pupils receive a quality first teach by a well-trained and thoughtful teacher, targeted academic support that is grounded in evidence and tailored to individual need as well as identifying and implementing wider strategies that will ensure fairness and a balanced playing field in the opportunities they can learn from and grow from.***

Our key principles of our strategy plan are:

- ***Every child has access to a highly trained, well informed teacher to receive quality first teaching***
- ***Every child has access to an engaging, balanced and well-structured curriculum that meets their needs, allowing them to retain knowledge and develop skills so they learn more and remember more***
- ***Every child can achieve their academic potential from their starting points through targeted support if needed***
- ***Every child can grow as an individual through the provision of targeted opportunities and life experiences***
- ***Every child has the opportunity to develop skills and interests to find out what makes them extra-ordinary on their life's learning journey.***

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Reading is below that of their peers and previous national comparators. Whilst disadvantaged pupils our performed non-disadvantaged pupils in 2024 and broadly in line with national, there is further potential to be above national.
2	Attainment in Writing is below that of their peers and previous national comparators. Within school, disadvantaged pupils performed as well as their peers but writing overall was below national and no children achieved GDS.
3	Attainment in Maths is below that of their peers and previous national comparators. Whilst disadvantaged pupils our performed nondisadvantaged pupils in 2024 and broadly in line with national, there is further potential to be above national.
4	Pupils have limited experience of wider life opportunities that help them to grow contextual understanding of the world and confidence.
5	A high number of children that enter EYFS have limited communication and language skills.
6	Whilst this has improved over the last few years, attendance of disadvantaged children is still below that of non-pupil premium children and only just above national average overall
7	Poor mental health resulting in barriers for children's readiness to learn
8	Increased levels of depravation negatively impact on the equality of access due to cost-related barriers. For example, residential educational visits, uniform items.

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	<i>A higher proportion of disadvantaged pupils are working at age related expectations in Reading.</i>	<p><i>A higher proportion of disadvantaged pupils are working at age related expectations in Reading.</i></p> <ul style="list-style-type: none"> - <i>Each cohort of disadvantaged pupils make at least expected progress,</i> - <i>100% disadvantaged pupils make good progress</i> - <i>Pupil voice reflects a love of reading</i>
2	<i>A higher proportion of disadvantaged pupils are working at age related expectations in Writing.</i>	<p><i>A higher proportion of disadvantaged pupils are working at age related expectations in Writing.</i></p> <ul style="list-style-type: none"> - <i>Each cohort of disadvantaged pupils make at least expected progress,</i> - <i>100% disadvantaged pupils make good progress</i>
3	<i>A higher proportion of disadvantaged pupils are working at age related expectations in Maths.</i>	<p><i>A higher proportion of disadvantaged pupils are working at age related expectations in Maths.</i></p> <ul style="list-style-type: none"> - <i>Each cohort of disadvantaged pupils make at least expected progress,</i> - <i>100% disadvantaged pupils make good progress</i>
4	Pupils have limited experience of wider life opportunities that help them to grow contextual understanding of the world and confidence.	<p>A school pledge is established that provides every child with a range of experiences which are embedded into the curriculum.</p> <p>Cost for these have been subsidised for PP where needed.</p> <p>Children who want to access school residentials are not impeded by the cost.</p>
5	A high number of children that enter EYFS have limited communication and language skills.	<p>A higher proportion of disadvantaged children will make accelerated progress so they meet age related expectations.</p> <p>A programme of continued support is in place for children who are still behind after EYFS</p>

6	Whilst this has improved over the last few years, attendance of disadvantaged children is still below that of non-pupil premium children and only just above national average overall	Attendance for those children eligible for PP is in line with non-PP children and closer to school target. Parents/carers of disadvantaged pupils will work closely with school to support their children, impacting upon their attainment and progress Records of actions demonstrate pro-active attendance strategy is effective.
7	Poor mental health resulting in barriers for children's readiness to learn	The inclusion team directs support for children causing concern. Internal strategies support children's needs through Learning Mentor. School provides access to support from other agencies including short term counselling for targeted children. Case studies are shared with wellbeing governor.
8	Increased levels of deprivation negatively impact on the equality of access due to cost-related barriers. For example,	Families and children in crisis are provided urgent support from school and extended to other agencies.
	residential educational visits, uniform items.	Families new to the area are actively assisted in finding support networks and professional advice based on need. Eligible in-year transfers are provided with elements of uniform if needed to ensure a successful integration into a new class.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous development of teaching approaches through high quality CPD	<u>The EEF Guide to the Pupil Premium Pupil Premium:</u> - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.	1,2,3,4
CPD for staff to develop 'Mastery Development' within school NCETM approach and implementation.	<u>The EEF Guide to the Pupil Premium Pupil Premium:</u> - Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.	3,4
Plan and implement targeted intervention to raise attainment in Reading, Writing and Maths.	Teaching Assistant Interventions: - EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed.	1,2,3
	- The average cost is moderate	
Additional Intervention for Y6-in small groups led by HLTA	EEF evidences that this approach has an average impact of 4 months additional progress over a year - The average cost is low	1,2,3

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

Budgeted cost: **£109710**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor and School Counsellor to offer support for children and families in school by providing support at a practical and social and emotional level and support mental health and well-being	To ensure that families are support in a holistic capacity. By meeting their physiological, safety, belonging and self-esteem needs we can reduce the barriers. To ensure parents are given a platform in which to discuss issues that they are facing, and are given accurate advice / guidance to help eradicate barriers and provide early help.	6,7,8
All pupils have access to educational trips to enrich their cultural capital.	Ofsted's guide 'The Pupil Premium' (Jan 2013) identified: The full range of educational experiences in their top ten of 'Gap Busters' identifying the levers for improvement so that all pupils have full access to broad educational experiences.	4
Pupil premium across the school is well led by a member of SLT as the school's Pupil Premium Champion.	Ofsted's The Pupil Premium: An Update (2014): - Identifies that weak leadership and governance is an obstacle to schools and disadvantaged pupils being successful. Putting Evidence to Work: A School's Guide to Implementation Report (EEF): - Identifies the importance of a school creating a leadership climate that is conducive to good implementation therefore supporting systems to ensure disadvantaged pupils achieve.	4
Attendance incentives for 5 in a row improve children's motivation to get to school.	Working together to improve school attendance (applies from 19th August 2024): Visibly demonstrate the benefits of good attendance throughout school life. This may include in class displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level. An effective whole school culture of high attendance is underpinned by clear expectations, procedures, and responsibilities....How the school is promoting and incentivising good attendance...	7

Total budgeted cost: £115710

Part B: Review of outcomes in the previous academic year

Review: 2025-26 aims and outcomes

Aim	Outcome
A higher proportion of disadvantaged pupils are working at age related expectations in Reading	<p>All children have been targeted for phonics screening throughout the school and have received interventions to secure a minimum of 80% pass mark.</p> <p>New approaches to guided reading and have been introduced in Key Stage 2 with a wider focus on vocabulary. Increasing fluency and understanding</p> <p>All PP children have benefitted from targeted interventions in Year 6 from experienced teachers within the school day and after school support. Assessment tracker is now embedded to improve focus on progress for all children. This will provide clearer impact data for future interventions.</p> <p>KS2 outcomes: FSM6 children were broadly inline with non-FSM6 children at the expected standard. There was a significant gap in those that reached the higher standard with 23% more non FSM children reaching this standard.</p>
A higher proportion of disadvantaged pupils are working at age related expectations in Writing	<p>All PP children have benefitted from targeted interventions in Year 6 from experienced teachers within the school day and after school support.</p> <p>Writing for FSM6 children in 2025 was 30% less at expected and 4% more for greater depth. This is a reflection of the increase in FSM6 children being more than non FSM6 as well as cohort specific factors.</p>
A higher proportion of disadvantaged pupils are working at age related expectations in Maths.	<p>All PP children have benefitted from targeted interventions in Year 6 from experienced teachers within the school day and after school support.</p> <p>Maths at KS2 was 6% less at expected for FSM6 children compared to non-fsm6 children. This was a 5% increase on the FSM-6 at expected standard from the previous year.</p> <p>Children achieving the higher standard was 5% higher for FSM-6 children compared to non-fsm-6 children.</p>

Through our curriculum and wider curriculum offer, disadvantaged pupils improve their knowledge and skills and grow in confidence.	<p>The curriculum offer has built on previous years and wider opportunities have been planned to be embedded into a school pledge for the future. School residential has been re-established and well supported for year 6 and funding has supported children to access this who would not have been able to.</p> <p>Music lessons have been introduced at whole class level and for individual children with some disadvantaged children accessing these. More curriculum enhancements have been planned for with funding to support the cost of these trips.</p>
A high number of children that enter EYFS have limited communication and language skills.	<p>Children are quickly identified and Speech and Language programmes introduced.</p> <p>Speech and language support and training targets children with impact on individuals and improved phonics in Year 1.</p>
Attendance of disadvantaged children is below that of non pupil premium children.	<p>Attendance up to end of summer 1: PP 93.8% unauth 2.31% PA 21.05% Overall 94.1 unauth 2.18 PA 19.88% Broadly inline with whole school data with slightly higher PA rates. This remains a concern that requires further support.</p>
Uniform support	<p>This has been offered to individuals based on need and as part of wider package of support for in-year admissions and those facing financial hardship. This has ensured that children attend school in the same uniform as their peers supporting their self-esteem and sense of belonging.</p>