



Learn, Laugh, Love

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

September 2018 – September 2019

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



Learn, Laugh, Love

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 735 pupils (Spring Census 2018). We serve an area of significant deprivation and our pupils come from a wide range of ethnic minority backgrounds (22 ethnic groups and 41 languages spoken - Spring Census 2018). The majority of our pupils are of Pakistani heritage and we have an increasing number of pupils from Eastern European countries arriving in school with little or no English, and no previous schooling. There is a significant language barrier in school with 84% 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 34% (Spring census 2018), 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 new 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 TLCs 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 2018 – September 2019

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:

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

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

- A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)
- B. Continue to support families and pupils' social, emotional and health needs through Nurture and the Hub Team
- C. Continue to support pupils and families who are new to English/ no previous schooling
- D. Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- E. PP pupils make rapid progress to catch up to their peers
- F. More Able PP pupils 'on track' to exceed Expected Standard
- G. Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers
- H. Increase vocabulary, reading and phonics achievement in EYFS & KS1
- I. Improve school readiness and pupils' enjoyment through providing before and after school clubs, subsidising trips.

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

Action Plan for Pupil Premium provision September 2018 – September 2019

Funding Based on January Census	Amount of Pupil Premium Funding
January 2018	£279, 840 (£283, 440 inc 12 x EYPP funding)
January 2017	£308, 880 (£313, 680 inc 16 x EYPP funding)
January 2016	£322, 080 (£326, 580 inc 15 x EYPP funding)

Total Pupils on roll FS1 to Year 6: 701 children (Autumn 2018 census)	Total Pupils on roll Nursery: 80 children (Autumn 2018 census)
--	---

	2018 - 2019	2017 - 2018	2016 - 2017
Number of pupils eligible for Pupil Premium (from YR to Y6)	212/631 (34%)	234/629 (37%)	244/633 (39%)
Number of pupils eligible for Early Years Pupil Premium	12 pupils	16 pupils	15 pupils
Number of Looked after children eligible for Pupil Premium or children from Armed Services Families	0	0	2

Action Plan for use of Pupil Premium 2017 - 2018							
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							
D	Attendance support for pupils & families – led by, Attendance and Admissions Manager, Inclusion Manager Learning Mentors.	£42,000	Continued	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on <i>Persistent Absentees</i> .	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for approx. 70 vulnerable families across the year.	A.Ali, JH, SWo, LMs DHT, SLT Governors Pupil Support Committee	
I	Rise and Shine breakfast club serving approx. 100 children with enhanced provision for vulnerable children - led by Rise & Shine Manager and 10 staff.	£56,000	Continued	Whole school- targeted at PP children, other vulnerable children and children with poor attendance	Improved attendance, punctuality wellbeing and readiness to learn (approx. 100 children)	JH, DHT, SLT Governors Pupil Support Committee	
B	Inclusion Manager and Learning Mentors support for children and families.	£28,500	Continued	Whole school	Targeted focus work with families to enable them to support their child's learning and well-being.	JH, DHT, SLT Governors Pupil Support Committee	

Targeted strategies for underperforming pupils and other pupils

E F	Additional Teacher 3 days a week in Upper KS2 boosting Year 5/6 Reading, Writing and Maths.	£24,500	Continued	Year 5/6	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils (approx. 36 children per week across the year groups)	CMC, DHT, SLT Governors Resources committee	
C	NtE/new arrivals Teacher to support out of class 3 days per week	£20,000	Continued	Supporting approx.36 NtE children from Years 1-6	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	The full time Nurture Manager, 1 part time Behaviour Support Worker and 1 TA to deliver Nurture Provision focusing on behaviour support and social and emotional learning.	£45,000	Continued	Whole school Identified case load	Nurture support delivered in and out of class, focussing on behaviour, social skills and attitudes to learning (Approx. 8 PP children in the group)	JH, WL, DHT, SLT Governors Pupil Support Committee	
B	Learning Mentors Pastoral support 1 day a week (for individual children)	£26,000	Continued	Whole school- targeted at PP children and other vulnerable children	Learning Mentors support children in and out of the classroom. Raised self-esteem, promoting confidence and increased motivation.	JH, DHT, SLT Governors Pupil Support Committee	

Targeted strategies for Pupil Premium pupils

E	1 x HLTA to teach small groups of vulnerable children across Years 5 and Year 6 - high number of PP children in Y5 & Y6.	£25, 000	New	Years 5 & 6	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils (34 PP children in Y5, 44 PP children in Y6)	CMC, DHT, SLT Governors Resources committee	
H	1x additional part time Reading Assistant in FS1 and FS2.	£13, 500	Continued	EYFS	Accelerate phonics learning, reading/comprehension and vocabulary in FS1/FS2 (approx. 21 PP children per week across the year groups)	CP, DHT, SLT Governors Teaching & Learning Committee	
	Total spend:	£280,500					