

Pupil premium strategy statement

School overview

Detail	Data
School name	Harpfield Primary Academy
Number of pupils in school	230 (208 exc Nursery)
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/28
Date this statement was published	October 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jemma Adlington
Pupil premium lead	Anne Washington
Governor / Trustee lead	Toni Bailey – AIB Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,320
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,320

Part A: Pupil premium strategy plan

Statement of intent

At Harpfield Primary Academy, we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and carers and a personalised approach to meet pupils' individual needs, every child can fulfil their potential, both academically and socially.

Our intention is that our disadvantaged pupils achieve well, make good progress and are provided with enrichment opportunities that develop further interests, talents, knowledge and skills.

The current pupil premium strategy is centred around the research conducted by the EEF and strategies identified in their tiered approach: high-quality teaching, targeted support and wider strategies.

High-quality teaching is at the forefront of our approach; ensuring that there is an effective teacher at the front of every class and that each member of staff is supported to keep improving. Interactive communication technologies are used to enrich and to provide challenges for all pupils (both at school and at home). Teachers and teaching assistants provide targeted academic support within the classroom and provide personalised interventions matched to pupils' needs. Wider strategies include enhancing the cultural capital of pupils through the Arts, peripatetic music lessons and enrichment opportunities.

The key principles to the strategy:

- improve pedagogical knowledge and skills through high quality CPD so that the quality of teaching is 'at least' consistently good and as a result, pupils will achieve well and make good or better progress.
- ensure that all staff have high expectations and are accountable for learning outcomes.
- data and assessments are thoroughly analysed to identify pupils who may need additional support based upon their individual needs.
- personalised approaches are used to tailor-fit the needs of individuals .
- targeted interventions based upon gaps in learning (1:1, pairs, small groups, pre-teach, post-teach, booster) are regularly evaluated to ensure the effectiveness of the intended impact.
- broaden opportunities with extra-curricular clubs and Arts enrichment.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that many of our disadvantaged pupils have been impacted by the pandemic.
2	Internal data analysis shows that, on average, there is an attainment gap between Pupil Premium and non-Pupil Premium pupils.
3	Many of our PP pupils fit into other vulnerable categories such as SEND,
4	Some pupils have low levels of attainment on entry and our baseline data indicates that, on average, our pupils are behind national expectations when they arrive at school. There are particular difficulties in under-developed oral language skills and vocabulary gaps.
5	Not all pupils experience a sufficient wealth of enrichment experiences in order to widen their horizons.

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
Gaps in learning caused by the pandemic will close.	Outcomes in reading, writing and maths will improve. Gaps between Pupil Premium pupils and non-Pupil Premium pupils will narrow, and ideally close.
Improved reading attainment for those in receipt of Pupil Premium.	KS2 reading outcomes in 2024/25 show that at least 70% of disadvantaged pupils met the expected standard.
Improved writing attainment for those in receipt of Pupil Premium.	KS2 writing outcomes in 2024/25 show that at least 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for those in receipt of Pupil Premium.	KS2 maths outcomes in 2024/25 show that at least 70% of disadvantaged pupils met the expected standard.
Through targeted academic support and timely interventions, the proportion of pupils in receipt of Pupil Premium who are identified as SEND will decline.	Pupils will demonstrate good or better progress as measured in baseline and post-support assessments.
Improved oral language skills and vocabulary amongst disadvantaged pupils in EYFS and KS1.	Assessments, observations and monitoring & evaluation evidence indicate that pupils with language and vocabulary difficulties will make significant progress from their starting points.

<p>Enrichment experiences in and beyond the school curriculum will provide pupils in receipt of Pupil Premium with opportunities to explore hidden talents and abilities.</p>	<p>Pupils, over time, will be given the opportunity to learn a variety of musical instruments.</p> <p>Qualitative evidence will demonstrate that pupils are engaged with their music lessons and enjoy their enrichment opportunities.</p> <p>Pupils in receipt of Pupil Premium will access a wide range of enrichment experiences.</p>
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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: £63,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-qualified and experienced staff	EEF tiered approach – high quality teaching Sutton Trust	1, 2, 3, 4
TAs supplementing teaching and delivering targeted support in class Fund additional time for TAs to plan & prepare resources / interventions	EEF – Making best use of teaching assistants	1, 2, 3, 4
High quality CPD in order to deliver structured interventions (both in and out of the classroom)	EEF tiered approach – high quality teaching EEF – Making best use of teaching assistants	1, 2, 3, 4
Phonics – purchase of Government approved phonics scheme (RWI), training and accompanying books	DfE validation of SSPs EEF phonics	1, 2, 3, 4
Mastery approaches to the maths curriculum.	EEF mastery	1, 2, 3
Tracking of progress and attainment; timely interventions in place.	EEF tiered approach – high quality teaching EEF – Making best use of teaching assistants	1, 2, 3, 4

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

Budgeted cost: £9,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention work to support underperforming pupils in Phonics, Reading, Writing and Maths across R-Y6.	EEF One to One Tuition & Small Group tuition.	1, 2, 3
Oral language interventions for EYFS pupils. High emphasis on spoken language and verbal interaction in the classroom.	EEF Oral Language interventions, EY Communication and language approaches e.g. Early Talk Boost, Talk Boost	4
Lunch time homework club offer for all pupils.	EEF – homework	1, 2

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

Budgeted cost: £ £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of music tuition, delivered by a music specialist, and drama for PP pupils both class based and small group enrichment.</p> <p>Priority access for PP pupils to drama groups.</p>	<p>EEF - Arts participation</p>	<p>5</p>
<p>Home- School Link Worker to monitor and identify pupils and families that need attendance support and the reasons for low attendance.</p> <p>Additional rewards for pupils with good attendance.</p>	<p>EEF - Attendance interventions rapid evidence assessment (Clayton 2012 study)</p>	<p>2</p>

Total budgeted cost: £ 87,320

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 and 2023 to 2024 academic year.

Data July 2024

Y6 Expected or above (8 PP, 18 Non-PP)

Y6 reading: 3/8 37.5% EXP+; 1/8 12.5% GDS

Non PP: 14/18 77.7% EXP+; 5/18 27.7% GDS

Y6 maths: 4/8 50% EXP+; 1/8 12.5% GDS

Non PP: 15/18 83.3% EXP+; 4/18 22.2% GDS

Y6 writing: 2/8 25% EXP+; 1/8 12.5% GDS

Non-PP 14/18 77.7% EXP+; 5/18 27.7% GDS

Y6 SPaG: 6/8 75% EXP+; 2/8 25% GDS

Non-PP 15/18 83.3% EXP+; 11/18 61.1% GDS

Y6 combined: 2/8 25% EXP+; 1/8 12.5% GDS

Non-PP 14/18 77.7% EXP+; 1/18 5.5% GDS

Reception - GLD

2/7 - 29% of PP pupils achieved GLD; 16/23- 70% of Non-PP pupils achieved GLD

Y1 phonics

6/7 – 85.7% of PP pupils passed their phonics screen; 20/24 - 83.3% of Non-PP passed their phonics screen..

Data July 2023

Y6 Expected or above (9 PP, 22 Non-PP)

Y6 reading: 5/9 55.5% EXP+; 2/9 22.2% GDS

Non PP: 15/22 68.1% EXP+; 5/22 22.7% GDS

Y6 maths: 3/9 33.3% EXP+; 2/9 22.2% GDS

Non PP: 17/22 77.2% EXP+; 5/22 22.7% GDS

Y6 writing: 4/9 44.4% EXP+; 1/9 11.1% GDS

Non-PP 16/22 72.7% EXP+; 6/22 27.2% GDS

Y6 SPaG: 5/9 55% EXP+; 3/9 33.3% GDS

Non-PP 16/22 72.7% EXP+; 11/22 50% GDS

Y6 combined: 3/9 33.3% EXP+; 1/3 11.1% GDS

Non-PP 14/22 63.6% EXP+; 2/22 9% GDS

Reception GLD

5/5 100% of PP eligible pupils achieved GLD, 16/24 66.7% of Non-PP eligible achieved GLD.

Y1 phonics

7/11- 63% of PP eligible pupils passed the phonics screen; 17/19 - 89.4% of Non-PP eligible pupils passed the phonics screen.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

