

Pupil premium strategy statement – April 2023 Review (RAG pages 7 to 12)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	William Harding School
Number of pupils in school	Au 798 Sp 826
Proportion (%) of pupil premium eligible pupils	Au 19% Sp 20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	12 th September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Trudy Cotchin
Pupil premium lead	Donna Skinner
Governor / Trustee lead	Sally Perkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,145
Recovery premium funding allocation this academic year	£10,000
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	£255,145

Part A: Pupil premium strategy plan

Statement of intent

We ensure that every pupil has access to and engages in a high-quality education. We support all families so that each pupil's education and wellbeing is prioritised. Our ultimate goal is for all pupils who attend William Harding to develop the confidence, knowledge and skills to be ready for the next stage of their education. We want our pupils to show the school's values and ethos beyond our school gates.

The quality of teaching and learning and the standard of the curriculum is of paramount importance and in order for those pupils who receive the Pupil Premium to achieve well. In this way, **all** pupils will benefit from a differentiated curriculum where challenge is provided for all.

We ensure we provide excellent teaching and learning and a high-quality curriculum. Staff support and CPD are key strands in the school's Pupil Premium strategy which focus on developing our staff in order to positively impact on the greatest number of children. We identify vulnerable pupils, but who do not receive the Pupil Premium funding, and put interventions and support in place for them. We have used research to identify the best ways to support our pupils and how to spend the funding to make the most impact.

We have a knowledge rich curriculum. Sharing and understanding vocabulary is fundamental to our approach. We start every lesson identifying and defining vocabulary. We ensure pupils use the correct vocabulary in all lessons. We use pupil progress meetings and data analysis to identify gaps in learning.

We aim to develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. We want our pupils to reflect wisely, learn eagerly, behave with integrity. Our strong behaviour policy and whole school consistency supports pupils to make good choices. The key parts of our personal development curriculum are British Values, sex and relationships education, e-safety education, healthy lifestyles and SMSC & BV.

Pastoral support to improve attainment

We have worked hard to improve the emotional regulation and resilience of pupils across the whole school, ensuring that children are 'ready to learn'. We have also worked on improving attendance and narrowing gaps in attainment for the disadvantaged group.

Our provision and support for pupil's social, emotional and mental health is a strongly embedded part of our school culture, values and ethos that continues to evolve to meet the needs of our pupils. We ensure pupils have support to understand and use zones of regulation to manage their emotions. Our pupils also benefit from counsellor support and personalised support from the FLO Team. External programmes, such as Helping Hands, are used to support pupils with specific trauma and needs.

Staff working with pupils ensure that targeted pupils are supported and they focus upon improving attitudes to learning, social relationships in school and attainment. Interventions and support are planned to meet pupils needs. Staff that may support pupils are teachers, teaching assistants, the Family Liaison Officer team and Counsellor.

Our provision aims to enable pupils to express their emotions, establish better social relationships and enable children to be supported appropriately within school.

Targeted support to accelerate learning and increase attainment and progress

- Interventions and boosters delivered by teachers and teaching assistant provide focused support for pupils and this is decided on an individual basis, informed by our assessment strategy, PPMs, QLAs, MTPs, assessment weeks, gap analysis and teacher knowledge of the pupil.

Challenges

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

Challenge number	Detail of challenge
1	Our observations and analysis of pastoral support shows well-being and pastoral support is needed for eligible pupils needed, including access to School Counsellor and Family Liaison Officers so that PP pupils feel ready to learn.
2	An analysis shows an increase in the range of opportunities are needed for eligible pupils, including trips, clubs and extra-curricular music lessons to ensure PP pupils have the same opportunities and experiences as non-PP pupils.
3	Data analysis from across the school shows a need to focus on improving attainment and progress in writing. A focus on writing is needed to narrow the gap in attainment in writing for PP and non-PP in all year groups, including Reception pupils.

4	Attendance for eligible pupils needs to be increased and in line or closer in line with non-PP pupils.
5	PP pupils have underdeveloped oral language skills and there are vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2. A focus on vocabulary is needed across the school for PP pupils.

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
<p>3</p> <ul style="list-style-type: none"> • Diminish the difference further of PP pupils in writing so they achieve in line with national non-PP children. • Gaps between PP/Non-PP pupils, as evidenced through standardised assessments close over the course of the year through quality first teaching and appropriate interventions, improved % attainment of disadvantaged pupils. 	<ul style="list-style-type: none"> • For disadvantaged children to reach expected level of attainment and to close the gaps with their non-PP peers. • Pupil Progress Meetings, QLA & data analysis shows the difference between attainment of PP pupils and non-PP pupils is diminished further in all year groups and subjects. • Pupils eligible for PP make good progress in Key Stage 1 and Key Stage 2. • Curriculum approach to reduces the COVID gap so that disadvantaged pupils are EXS/GDS or make good progress if WTS. • Interventions successfully close the COVID gap. • New staff are supported with moderation within year groups Reception to Y6.
<p>5</p> <ul style="list-style-type: none"> • Improved oral language skills and vocabulary among disadvantaged pupils. 	<ul style="list-style-type: none"> • 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. • Written work demonstrates a wider range of vocabulary used, appropriately.
<p>1 and 2</p> <ul style="list-style-type: none"> • Increased home support and parental engagement so pupils can access enrichment taking place at school through 	<ul style="list-style-type: none"> • Increased % of pupils eligible for PP are attending homework club and extra-curricular clubs. • Wider range of clubs on offer that encourage PP pupils to attend. • Pupils have increased life opportunities / cultural capital.

<p>FLO team support and a wide range of opportunities.</p>	<ul style="list-style-type: none"> • All PP parents attend Parental Consultation Meetings, virtual meetings or have calls. • Increased attendance of PP parents at parental workshops, year group and whole school events such as 'Come and Read' enabling greater support of their children. • Parents are more actively involved in their children's learning and work with the school to prepare pupils for secondary school. • Enriching trips/experiences enhance children's understanding and engagement in society. • Pupils eligible for PP experience a range of life, awe and wonder experiences through the enrichment and pastoral curriculum. • Family learning sessions take place to help parents support pupils at home.
<p>1</p> <ul style="list-style-type: none"> • Pupils identified as needing additional pastoral support in order to be 'ready for learning'. Social emotional needs of PP pupils are met resulting in a more positive attitude to learning and higher attainment through pastoral programmes, Early Help or Social Care support. • Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources. 	<ul style="list-style-type: none"> • Pupils eligible for PP are supported to self-regulate and seek support if needed. • The gap between PP and all pupils will diminish due to enhanced learning behaviours. • IPSL and FLO Team identify and support needed for PP pupils. • Children are supported through nurture activities, ELSA support and use of nurture room. • PP pupils access our FLOs, counsellor, Reading Dog, Helping Hands other programmes to receive support with their emotional wellbeing. • Families are signposted to food banks and hygiene banks if needed. • Leavers events / items are supported through PP funding. • Wellbeing sessions within assemblies, curriculum and timetable. • Improved % attainment across all subjects, especially writing.
<p>4</p> <ul style="list-style-type: none"> • Increase attendance rates for pupils eligible for PP and vulnerable pupils. 	<ul style="list-style-type: none"> • Overall PP attendance continues to improve in line with others. • PP pupils have reduced persistent absence.

	<ul style="list-style-type: none">• Gap between % of late sessions for pupils eligible for PP and those not eligible for PP narrows.
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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: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1</p> <ul style="list-style-type: none"> All staff target PP attainment/progress Pupil Progress meetings focus on all & PP as a group and individuals ensuring ALL PP are on the provision map for interventions Identify and address main barriers to learning for pupils eligible for PP 	<p>Evidence that supports this approach</p> <p>QFT is the focus of all staff meetings. Training will be used to ensure all staff use a consistent approach to writing lessons.</p> <p>‘Diagnosing pupils’ needs’ is the first step to creating an effective Pupil Premium plan (EEF Guide to Pupil Premium, Aut 21). In order for us to understand individual needs fully we use standardised tests, Assessment for Learning through LL and PIXL diagnostics. A timetabled cycle of assessments and frequent discussions about the progress of disadvantaged pupils is built into the school calendar.</p> <p>Staff focus on all groups – including PP pupils – to ensure targeted support for all. There are at least three levels of differentiation in every lesson.</p> <p>Staff are supported to develop writing through moderation and group discussions about writing and how to improve. Staff are also supported through the rigorous monitoring by the English team.</p>	<p>3</p>
<ul style="list-style-type: none"> Ensure books of PP pupils are known to all and a priority in next step marking & all monitoring 	<p>Evidence: The Pupil Premium: Update Ofsted 2014 reports that ‘effective leaders identify their pupils’ specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage.</p>	
<ul style="list-style-type: none"> Children to have challenge in lessons and not have a ‘setting’ ceiling placed upon them 	<p>Evidence: EEF Toolkit suggests high quality feedback is an effective way to improve attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	
<ul style="list-style-type: none"> Deployment of teaching assistants / 		

<p>cover supervisors, SLTAs, LTAs and AHTs targeted at improving outcomes for disadvantaged pupils through interventions, and to monitor and evaluate its impact</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The Pupil Premium: Update Ofsted 2014 reports that ‘Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap’. ‘They target interventions forensically...</p> <p>Evidence: EEF Toolkit suggests that TAs can have a large positive impact on learner outcomes where TAs are trained to deliver an intervention and that it supplements the teaching in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<ul style="list-style-type: none"> Retention – workload and wellbeing plans, opportunities for promotion, 		
<ul style="list-style-type: none"> Moderation of writing within and across year groups to develop an understanding of expectations and ways to improve writing 		

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

Budgeted cost: £ 41, 445 (includes FLO Team, counsellor, funding for trips and visitors, Real Play, homework club staff, cover supervisors, SLTAs, LTAs and AHTs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1</p> <ul style="list-style-type: none"> Bespoke interventions to be put in place to support closing the gap linking to in-class learning - QLA, IPM, PMs. 	<p>Robust assessment systems that identify gaps in learning and targeted provision for PP pupils are in place. Internal data shows that interventions and focused feedback needs to continue to ensure PP pupils</p>	<p>3</p>

<ul style="list-style-type: none"> • The most appropriate teaching assistants to be in yr 6 so they are secondary ready • SLTAs/ Lead TAs focus on PP • Strong TAs with best subject knowledge in Yr 6 	<p>make accelerated progress and gaps with non-PP are closed through PPMs and gap focused, targeted, learning.</p>	
<ul style="list-style-type: none"> • Homework club to support additional learning that may not happen at home homework approached changed so that disadvantaged pupils are no longer disadvantaged in terms of homework 	<p>Teachers /TAs understand barriers, on flightpaths, to learning for their PP children and are supported with strategies to overcome these as indicated in Pupil Premium Provision Maps.</p> <p>Homework has an impact of embedding and broadening understanding of skills and knowledge.</p>	
<ul style="list-style-type: none"> • Use of Learning Ladders to identify gaps in learning. • Use of PiXL therapies for targeted interventions. 	<p>Evidence: EEF Toolkit suggests that TAs can have a large positive impact on learner outcomes where TAs are trained to deliver an intervention and that it supplements the teaching in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<ul style="list-style-type: none"> • Boosters for pupils to plug the gaps in learning SLTAs, AHTs, DHT and LTAs 	<p>Evidence: Effective homework can have 5 months impact on outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>2</p> <ul style="list-style-type: none"> • Each year group to have enriching experiences across the year linked to the curriculum and our enrichment curriculum • To finance trips & opportunities for PP pupils so they have rich experiences 	<p>The evidence of this is seen in the attendance to the clubs and the benefit it has on the children who attend.</p> <p>This fulfils a significant need at the school and overcomes the challenges many children have at home with supporting their learning. The EEF Toolkit mentions both the advantages of homework and out of hours learning so that the core curriculum is not interrupted.</p>	<p>1 and 2</p>
<ul style="list-style-type: none"> • To run homework clubs so that pupils have support with their homework and complete it to close the gap homework approached changed so that disadvantaged pupils are no longer disadvantaged in terms of homework 	<p>Cultural capital experiences support reading and writing so pupils are able to access a wider range of knowledge. The school provides a wide range of opportunities to develop cultural capital as many of the pupils have limited access to broader experiences.</p>	
<ul style="list-style-type: none"> • Parental engagement events such as Come and Read, Open Classrooms, Assemblies etc encouraged by FLO 	<p>Lack of parental support and engagement is a key barrier to learning for our pupils. The FLO team help to bridge the gap. They reach a wide section of parents and pupils to support parental engagement and pupil wellbeing.</p>	

<ul style="list-style-type: none"> • Parent information events such as Phonics, Reading, SATS etc 	<p>Pupil wellbeing is improved by physical activities. Many pupils are not significantly physically active when out of school.</p>	
<ul style="list-style-type: none"> • Development of further Family Learning Courses held at school to support parent skills in a variety of areas • Further development of parent drop in session for SEN, FLO for information/support • SEN and FLO coffee mornings with specific support focus 	<p>Careers days support pupils to develop aspirations and an understanding of the potential careers they could have.</p> <p>Evidence: The EEF suggests that involvement in a pupil's learning can have a positive impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Evidence: The EEF suggests that after school activities, sports, dance or any type of physical activity benefits health, wellbeing and physical development as well as academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<ul style="list-style-type: none"> • Develop aspirations further through careers days and link these to LORIC skills 		
<ul style="list-style-type: none"> • Lunchtime clubs run to enable PP pupils to take part 		
<ul style="list-style-type: none"> • Real Play sessions at home to develop physical fitness and wellbeing • Shooting stars programme at lunchtime to get PP children who don't take part in exercise moving 		
<ul style="list-style-type: none"> • Further embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. • Purchase resources • Fund ongoing teacher training and release time. 	<p>Cultural capital experiences support reading and writing so pupils are able to access a wider range of knowledge. The school provides a wide range of opportunities to develop cultural capital as many of the pupils have limited access to broader experiences.</p> <p>The school has a vocabulary oracy strategy and knowledge-based curriculum. Vocabulary and definitions are shared at the start of every lesson and knowledge organisers help to support understanding of key concepts and vocabulary. The EEF Attainment Gap Report, 2018 states that communication and language approaches have huge potential to prevent the attainment gap becoming entrenched.</p> <p>Focused Learning Days and debates develop a wider knowledge of the world and cultural capital.</p>	5

	<p>Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.</p> <p>Evidence: There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 148,700 (includes FLO Team, counsellor, funding for clubs, funding leavers items, pets, attendance support, SLTAs and AHTs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> FLO Team to provide parent support and specific training during FLO coffee mornings FLO support for staff who have vulnerable pupils in class with high expectations 	<p>Some families are unable to finance access to clubs and extra-curricular activities that enable pupils to develop social skills, improve wellbeing and cultural capital.</p> <p>Numerous studies including the UCL review (Feb, 2021) have found that school closures as part of broader social distancing measures are associated with considerable harms to pupils’ health and wellbeing. There is concern that the longer-term impacts are even greater amongst vulnerable groups.</p>	1
<ul style="list-style-type: none"> Support with funding of places to PP children for school clubs 		
<ul style="list-style-type: none"> Staff to support pupils with needs manage their behaviour to access the school environment FLO to support behaviour New AHT to support community involvement and behaviour 	<p>Pupils should be able to understand their challenges, and how they feel, in order to help them self-regulate – the FLO Team support pupils to develop behaviour strategies.</p>	
<ul style="list-style-type: none"> PP pupils to be given positions of responsibility – School Council, pupil leaders, peer mentors etc. 	<p>The EFF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p>	

<ul style="list-style-type: none"> • Support for Leavers events and items e.g. leavers hoodie 	<p>Pupils attend Breakfast Club and have a nutritional and nurturing start to the day. Breakfast is also offered to vulnerable pupils who arrive without having breakfast.</p> <p>Pets support wellbeing in pupils.</p> <p>Evidence: Pupils need to develop decision-making skills, interaction with others and their self-management of emotions as well as focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<ul style="list-style-type: none"> • Embed zones of regulation to support pupils to talk about how they feel 	<p>Evidence: The EEF suggests targeted support for pupils who have additional behaviour needs and use of positive behaviour strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<ul style="list-style-type: none"> • Range of pets in school. PP pupils may not have pets at home. Animal Advocates to include PP pupils 	<p>Evidence: The EEF suggests targeted support for pupils who have additional behaviour needs and use of positive behaviour strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<ul style="list-style-type: none"> • FLOs to continue to support and monitor families with identified attendance and lateness issues e.g. parent meetings, contract meetings, home visits, support, transportation support • To motivate pupils to attend school promptly to access all learning opportunities – FLO Fun Friday • Use of attendance consultant to provide training, support and intervention • Attendance awards incentive programme to improve number of children achieving 100 % attendance per term egg experiences, awards, cups, prizes • Home visits to explore unexplained or lengthy absences • Pastoral team to support attendance 	<p>Children who attend school are significantly more likely to achieve higher levels of attainment, therefore in order for every child to reach their potential the school will continue to target and support good attendance for all children.</p> <p>We have drawn from the DfE document guidance on ‘Improving School Attendance’ (updated 2021) in refining our approach. This has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

Total budgeted cost: £255,145

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 2021 to 2022 academic year.

1. Data								
	Pupils eligible for PP % School				Pupils not eligible for PP %			
	2022	2021 <i>2021 is internal predicted data from DN</i>	2020	2019	School 2022	School 2021	School 2020 (DN)	national other (2018)
% achieving GLD	44	48	67 ↑	43	53	62	67	72
% achieving Phonics Screening Check	78↑	75↑	72	91	84	92	84	82
% making KS1 expected standard in reading	50	72 →	73 ↑	41	75	81	70	79
% making KS1 expected standard in writing	29	48↑	40 ↑	29	57	72	56	74
% making KS1 expected standard in maths	57	76↑	60 ↑	47	76	84	69	80
% making KS2 expected	15	35↑	31 ↑	14	60	56	59	64

standard in reading, writing & maths								
% making KS2 expected standard in reading	35	65 ↑	56 ↑	36	85	75	82	75
% making KS2 expected standard in writing	31	53↑	40 ↑	36	65	65	66	78
% making KS2 expected standard in Grammar, Punctuation & Spelling				40				78
% making KS2 expected standard in maths	46↑	35	50 ↑	29	78	70	77	73

Externally provided programmes

We have had discussions as an SLT regarding external tutoring and decided to use our own staff rather than external programmes.

We wanted to ensure value for money. Our staff already know our pupils. They have built up relationships with pupils and understand the best ways for pupils to learn. Our curriculum approach and so are able close / narrow the gaps in learning more easily. Our success is built on our consistency of approach and are teams who work very closely together.

Our pupil cohort is complex and those who are the most vulnerable, and need additional support, will not work with strangers and would cause additional anxiety.

We are used to working as a catch-up school. Our use of assessment, PPM, IPM, MTP is successful and forms the core of our catch-up programme which staff already understand and use.

We have developed a staffing structure, SLTA, Lead TA, TA, FLOs, SEN team, that supports our pupils and they are best placed to continue to fill gaps.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support through the FLO Team and Counsellor. Social interventions and friendship interventions. Emotional literacy interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Providing pastoral support as needed to enable pupils to focus on learning and develop resilience

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.