

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium, *also known as COVID catch up premium*, for the 2021 to 2022 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	793
Proportion (%) of pupil premium eligible pupils	24.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22
Date this statement was published	15/09/2021
Date on which it will be reviewed	15/12/2021
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	£223 270
Recovery premium funding allocation this academic year	£24 070
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	£247 340

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that every pupil has access to and engages in a high-quality education that enables them to achieve to their potential. The school aims to support all families so that each pupil's education and wellbeing is prioritised and they can thrive academically, social and emotionally. Our ultimate goal is for all pupils who attend William Harding to develop the confidence, knowledge and skills to be successful in their education and life beyond primary school. We aspire for our pupils to be change-makers in their communities and to continue to live out 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.

Our priority is to ensure that the pupils have access to excellence in teaching and learning, as well as 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 understand we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding. All strategies employed in the school's Pupil Premium strategy are evidence based and informed by our clear understanding of our disadvantaged children's specific barriers to learning.

Our aim for the next 3 years is to equip all our children, especially the disadvantaged cohort, with the language and vocabulary skills needed to engage and participate fully with classroom learning, with our exciting curriculum and with opportunities beyond school. We intend for our disadvantaged pupils to make accelerated progress and achieve high attainment. High-quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils currently require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Pastoral support to improve attainment

In recent years 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. As with other elements of our approach to supporting disadvantage, these are embedded practices at the school that have impact and will continue within the strategy.

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 assessment, 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	Well-being and pastoral support for eligible pupils needed, including access to School Counsellor and Family Liaison Officers so that PP pupils feel ready to learn
2	Increase a range of opportunities for eligible pupils, including trips and clubs, including extra-curricular music lessons to ensure PP pupils have the same opportunities and experiences as non-PP pupils
3	To narrow the gap in attainment from PP and non-PP in all year groups, including Reception pupils
4	Attendance for eligible pupils to be increased and in line or closer in line with non-PP pupils
5	Pupils have the opportunities and support to attend WOW Club (Breakfast & After School Club)

6	Pupil Premium pupils have learning gaps due to less home support during COVID, gaps be identified and closed.
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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>4, 1 and 5</p> <p>Diminish the difference further of PP pupils in KS1 (phonics, reading, writing and maths) and KS2 (reading, maths & writing) so they achieve in line with national non-PP children</p> <p>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.</p>	<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 to target COVID gap • Support new staff with moderation within year groups Reception to Y6 • Phonics to remain above National 82%+ and disadvantaged % increases
<p>2 and 6</p> <p>Increased home support, parental engagement so pupils can access all the enrichment taking place at school through FLO team support and a wide range of opportunities.</p>	<ul style="list-style-type: none"> • Increased % of pupils eligible for PP are attending homework club and extra-curricular clubs • 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 • PP pupils complete home learning if they have to isolate with support from FLO team • Staff to organise enriching trips/experiences to enhance the 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

	<ul style="list-style-type: none"> • Pupils diminish the difference in reading, writing and maths • Family learning sessions to help parents support pupils at home • In the event of further lockdowns/partial closing pupils are focussed upon to attend school or supported at home by the Pastoral team (Counsellor, FLOs, SEN) with additional weekly calls and home deliveries, digital poverty checks carried out, laptops given to the those at home, food vouchers, all safeguarding meetings take place, counselling session continue
<p>3 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.</p> <p>Looked After Children will have their pastoral needs identified through the PEP process and will have access to the appropriate resources.</p>	<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 • Pupils complete wellbeing questionnaire. IPSL to identify and support needed for PP pupils • Children are supported through nurture activities 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 • Extension of Pastoral FLO team to support pupils – behaviour FLO • Improved % attainment
<p>4 Increase attendance rates for pupils eligible for PP and vulnerable pupils.</p>	<ul style="list-style-type: none"> • Overall PP attendance continues to improve in line with others • PP pupils have reduced persistent absence • Gap between % of late sessions for pupils eligible for PP and those not eligible for PP narrows • Incentives for attendance introduced

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: £38 098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1</p> <ul style="list-style-type: none"> • All staff have a target for PP attainment/progress on performance management • 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 <hr/> <ul style="list-style-type: none"> • Ensure books of PP pupils are known to all and a priority in next step marking & all monitoring <hr/> <ul style="list-style-type: none"> • Children to have challenge in lessons and not have a 'setting' ceiling placed upon them <hr/> <ul style="list-style-type: none"> • Deployment of additional teaching assistants targeted at improving outcomes for disadvantaged pupils through interventions, and to monitor and evaluate its impact 	<p>QFT is the focus of all staff meetings.</p> <p>As a large school, in an expensive part of the country, recruitment and retention is very difficult. In order to maintain consistency of approach the school needs consistency of staff.</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>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>	<p>1, 3 and 6</p>

<ul style="list-style-type: none"> In the event of lockdown, partial closing pupils are focused upon to attending school and remote learning 	<p>Evidence: EEF Toolkit suggests high quality feedback is an effective way to improve attainment 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"> Recruitment of TAs, SLTA and OTT staff to support closing the gaps Retention – workload and wellbeing plans, opportunities for promotion, flexible working 	<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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>

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

Budgeted cost: £87 500

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 Additional 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>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 make accelerated progress and gaps with non-PP are closed through PPMs and gap focused, targeted, learning.</p>	<p>1, 3 and 6</p>

<ul style="list-style-type: none"> Homework club to support additional learning that may not happen at home 	<p>Teachers /TAs understand barriers to learning for their PP children and are supported with strategies to overcome these as indicated in Pupil Premium Provision Maps.</p>	
<ul style="list-style-type: none"> Use of Learning Ladders to identify gaps in learning. 		
<ul style="list-style-type: none"> Use of PiXL therapies for targeted interventions. 	<p>Homework has an impact of embedding and broadening understanding of skills and knowledge.</p>	
<ul style="list-style-type: none"> Boosters for pupils to plug the COVID gaps in learning SLTAs, AHTs, DHT and LTAs 	<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"> Extra sessions provided for PP pupils from secondary schools 		
<ul style="list-style-type: none"> In the event of lockdown, isolation or partial closing pupils focussed upon to attend school, laptops given to the those at home 	<p>Evidence: Effective homework can have 5 months impact on outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>2 and 5</p>	<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>2 and 5</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>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>	
<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 	<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>The school has a vocabulary rich 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>	
<ul style="list-style-type: none"> Parent information events such as Phonics, Reading, SATS etc 		
<ul style="list-style-type: none"> Development of Family Room Family Learning Courses held at school to support parent skills in a variety of areas Parent drop in session for SEN, FLO for information/support SEN and FLO coffee mornings 	<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</p>	

	<p>and pupils to support parental engagement and pupil wellbeing.</p> <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"> Additional member of FLO team to support behaviour 	<p>Focused Learning Days and debates develop a wider knowledge of the world and cultural capital.</p> <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>
<ul style="list-style-type: none"> Develop aspirations through careers days 	<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"> 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 	

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

Budgeted cost: £125 511

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> FLO Team to provide parent support and training during FLO coffee mornings FLO support for staff who have vulnerable pupils in 	<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>	1 and 4

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<p>class with high expectations</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>	
<ul style="list-style-type: none"> Support with funding of places to PP children for school clubs 	<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"> Staff to support pupils with needs manage their behaviour to access the school environment Additional FLO to support behaviour 	<p>The EEF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders have impact.</p> <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>	
<ul style="list-style-type: none"> PP pupils to be given positions of responsibility – School Council, pupil leaders, peer mentors and WH Trustees 	<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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<ul style="list-style-type: none"> In the event of lockdown, isolation or partial closing pupils are supported at home by the Pastoral team (Counsellor, FLO, SEN) with additional weekly calls and home deliveries, digital poverty checks carried out, laptops given to the those at home, Food vouchers, all safeguarding meetings take place 	<p>Evidence: The EEF suggests targeted support for pupils who have additional behaviour needs and use of positive behaviour strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<ul style="list-style-type: none"> Support for Leavers events and items e.g. leavers hoodie 		
<ul style="list-style-type: none"> Creation of a nurture room as a quiet space for vulnerable pupils to work with a FLO Creation of a wellbeing zone in the library with books to help pupils understand challenging aspects of their lives 		

<ul style="list-style-type: none"> • Embed zones of regulation to support pupils to talk about how they feel 		
<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 		
<ul style="list-style-type: none"> • FLOs 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: £251 109

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 2020 to 2021 academic year.

	Pupils eligible for PP % School			Pupils not eligible for PP %		
	2021	2020	2019	School 2021	School 2020 (DN)	national other (2018)
2021 is internal predicted data from DN						
% achieving GLD	24	67 ↑	43	62	67	72
% achieving Phonics Screening Check	Due Nov 21	72	91	89	84	82
% making KS1 expected standard in reading	72 →	73 ↑	41	81	70	79
% making KS1 expected standard in writing	48↑	40 ↑	29	72	56	74
% making KS1 expected standard in maths	76↑	60 ↑	47	84	69	80
% making KS2 expected standard in reading, writing & maths	35↑	31 ↑	14	56	59	64
% making KS2 expected standard in reading	65 ↑	56 ↑	36	75	82	75
% making KS2 expected standard in writing	53↑	40 ↑	36	65	66	78
% making KS2 expected standard in Grammar, Punctuation & Spelling			40			78
% making KS2 expected standard in maths	35	50 ↑	29	70	77	73

Externally provided programmes

We have had discussions at 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 and our curriculum approach and so are able to fill 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 the COVID gaps.

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Programme	Provider

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
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