

Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021-22 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	HARRISON PRIMARY
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	115 (18.25%)
Academic year or years covered by this strategy	2021/22 to 2024/2025
Date this statement was published	1 st September 2021
Date on which it will be reviewed	19 th July 2022
Statement authorised by	SARA GMITROWICZ, Executive Head teacher
Pupil premium lead	JANE BOWDEN Deputy Head teacher/SENCo
Governor / Trustee lead	ENIKO KOCSIS, Chair of Learning & Teaching Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,427 (estimate) £126,145 (actual)
Recovery premium funding allocation this academic year	£ 11,165
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	£137,310

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their backgrounds or the challenges they face, make excellent progress and achieve high attainment across all subjects.

Our intention is to ensure high quality provision for all pupils, including those who are disadvantaged. Our pupil premium strategy is based on strong educational evidence and forms part of our broader strategic improvement and implementation cycle which will improve provision for **all** pupils. We expect all children to receive high quality teaching and classroom learning support in order to maximise opportunities for success, and provide additional support through targeted provision where necessary. Our approach is responsive to diagnosis of challenges and individual needs.

We will identify and consider the challenges faced by more vulnerable pupils in order to ensure success; evidence suggests that this will also benefit all pupils, regardless of whether they are disadvantaged or not.

Our strategy is also integral to whole school plans for education recovery; following two years of disrupted education 'disadvantaged' at Harrison means any child who is known to be not on track to reach age related expectations of fulfilling their potential or is vulnerable i.e. those with behaviour or emotional difficulties rather than just those with socio-economic disadvantage.

We have a tiered approach to effective pupil premium funding, in line with EEF evidence, and target spending across 3 areas, with a particular focus on high quality teaching to ensure equity of access for children in areas of challenge:

- **a rigorous focus on high quality teaching and learning for all pupils, including those who are disadvantaged, ensures pupils are supported to make excellent progress and meet expected outcomes**
- **targeted academic support** - additional support is provided through targeted provision, and
- **whole school strategies** - we believe that there is no single strategy or intervention which provides a complete solution.

Our vision is that **all** children become happy, successful 'lifelong learners with open minds'; we have high expectations for all children. Our five Values; Collaboration, Honesty, Equality, Respect and Responsibility, underpin our collective responsibility and approach to tackling disadvantage for all children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped communication, oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest some disadvantaged pupils require more support for development of social and emotional literacy, positive learning behaviours and good mental health and wellbeing. Turbulent family situations can impact on some children's physical and emotional wellbeing.
4	Baseline assessment on entry to Year R in the last 2 years suggests that some disadvantaged pupils arrive below age-related expectations compared to other pupils.
5	Assessment of non-academic issues that impact success, such as disadvantaged pupils' access to enrichment activities, suggests this has been exacerbated by school closures.
6	Analysis of attendance data over the past two years indicates that attendance of some disadvantaged pupils has been between 1% and 2% lower than other children.
7	Analysis of internal and external data (where available) indicates that attainment of some disadvantaged pupils is below that of other children in reading, writing and mathematics.

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 (see 'Outcomes below')

Intended outcome	Success criteria
Improved communication, oral language skills and vocabulary gaps among disadvantaged pupils.	Assessments, observations, and discussions with pupils indicate significantly improved communication, oral language skills and vocabulary gaps among disadvantaged pupils. This is evident when triangulated with sources of evidence such as Tapestry,

	book scrutiny, buddying, pupil engagement in lessons and ongoing formative assessment.
Improved phonics outcomes among disadvantaged pupils.	Phonic Screening Check outcomes are significantly improved at end Year 1 and end Year among disadvantaged pupils. This is evident when triangulated with sources of evidence such as Tapestry, book scrutiny, buddying, pupil engagement in lessons and ongoing formative assessment (see 'Outcomes below).
High standards of social and emotional literacy, positive learning behaviours and good mental health and wellbeing.	Assessments, observations, and discussions with pupils indicate significantly improved social and emotional literacy, positive learning behaviours and good mental health and wellbeing among disadvantaged pupils. This is evident when triangulated with sources of evidence such as ELSA, FEIPS analysis, Tapestry, book scrutiny, buddying, pupil engagement in lessons and ongoing formative assessment (see 'Outcomes below).
Improve outcomes at end of EYFS related to communication, language and literacy, personal, social and emotional development and physical development.	Assessments, observations, and discussions with pupils indicate significantly improved outcomes at end of EYFS among disadvantaged pupils (see 'Outcomes below).
Improved access for disadvantaged pupils, and participation in, to enrichment activities.	Assessments, observations, and discussions with pupils indicate significantly improved access to enrichment activities for disadvantaged pupils (see 'Outcomes below).
Achieve and sustain excellence attendance for all pupils, including disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
Improved reading outcomes among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the majority of disadvantaged pupils meet the expected standard or make progress related to starting points (see 'Outcomes below).
Improved writing outcomes among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the majority of disadvantaged pupils meet the expected standard or make progress related to starting points (see 'Outcomes below).
Improved mathematics outcomes among disadvantaged pupils.	KS2 mathematics outcomes in 2024/25 show that the majority of disadvantaged pupils meet the expected standard or make progress related to starting points (see 'Outcomes below).

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: £9,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have a consistent understanding of high quality instruction, dialogic talk, scaffolding and effective feedback.	There is a strong evidence base that suggests that high quality instruction, including dialogic activities such as high-quality classroom discussion and teacher feedback, are inexpensive to implement with high impacts on attainment and language development. EEF toolkit states that developing effective feedback can lead to up to additional 6 months progress. EEF Effective Feedback	1,4
Ensure all staff are supported to be excellent practitioners who can consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions improves outcomes for all pupils. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4,7
Ensure staff support pupils to develop strategies to support memory and metacognition.	There is a strong evidence base that suggests that high quality instruction, including dialogic activities such as high-quality classroom discussion and teacher feedback, are inexpensive to implement with high impacts on attainment and language development. EEF toolkit states that developing effective feedback can lead to up to additional 6 months progress. EEF Self-regulation and metacognition	1,4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g.,	3,4

supported by professional development and training for staff.	improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Purchase standardised diagnostic assessment. Ensure staff are trained to ensure effective use of assessment.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,4,7
Develop whole school Mastery approach for mathematics teaching. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery and Mastery of Number KS1 training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	7

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

Budgeted cost: £18,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure catch-up teaching and targeted intervention lead to improved pupil outcomes and progress in communication and language.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Provide intervention for catch up related to development of pupils' SEL skills.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	3,4

Fund training for ELSA, PATHS, (now TALA) and Lego Therapy.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,4

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

Budgeted cost: £119,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4,6
Support extra-curricular enhancement access.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,5
Support for Services children through 'Bluey Club'.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	3,4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing new (NOW TALA)/Family Links team members to establish improved links with hard to reach families and improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,6

Development of Mental Health and Well-being Lead.	DfE widely recognises that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. DfE Promoting pupils' mental health and wellbeing	3,5,7
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Outcomes – July 2022

SCHOOL RESULTS 2022 - EARLY YEARS, YEAR 1 PHONICS, YEAR 2 & YEAR 6

EARLY YEARS 'GOOD LEVEL OF DEVELOPMENT' (GLD)

Internal data indicates that **78%** achieved 'a good level of development' (GLD) this year.
Hants 2022 70.5%, national 65%

Year 1 Phonics: 83% passed, 2019 91%
Hants 2022 76%, national 76%, Fareham 79%

Y2 re-takes 55% passed (6/11) (2019 50%)
Hants 2022 35%, national 48%

KEY STAGE 1 RESULTS 2022: Combined R/W/M – 79% (Hants 2022 58%, national 53%)
Combined R/W/M 2019 83%

Year 2	Working towards		Expected Standard		Greater Depth		Expected +	Hants
	No	%	No	%	No	%	%	%
Reading	12	13%	54	60%	24	27%	87%	72%
Writing	16	18%	62	69%	12	13%	82%	62%
Maths	8	9%	60	67%	22	24%	91%	71%
	Below		Expected					
Science	1	1%	89	99%				

KEY STAGE 2 RESULTS: Combined R/W/M – 76% (Hants 57.5%, National 58.7%)
(2019 national 65%)

SATs MATHS, SPAG & READING and TEACHER ASSESSMENT WRITING & SCIENCE

Year 6	Working towards		Expected Standard +		Greater Depth		Hants
	No	%	No	%	No	%	%
Reading	10	11%	79	89%	41	46%	75%
Writing	13	15%	76	85%	17	19%	69 %
Maths	8	9%	81	91%	23	26%	72%
SPAG	14	16%	75	84%	30	33%	72%

	Below		Expected+			
Science	11	12%	79	89%		

National draft attainment 2022:

Reading national: 74%

Writing national: 70%

Maths national: 71% GPS national: 72%

KS2 SATS 2022 - FSM6

12	EXS+		GDS	
	No. of children	percentage	No. of children	percentage
Reading	10	83.3%	4	33.3%
Writing	9	75%	1	8.3
Maths	10	83.3%	0	0%
GPS	9	75%	2	16.6%

SERVICES

10	EXS+		GDS	
	No. of children	percentage	No. of children	percentage
Reading	9	90%	4	40%
Writing	6	60%	1	10%
Maths	9	90%	3	30%
GPS	4	40%	3	30%

KS1 TEACHER ASSESSMENT 2022 - FSM6

12	EXS+		GDS	
	No. of children	percentage	No. of children	percentage
Reading	9	75%	1	8.3%
Writing	8	66.6%	0	0%
Maths	9	75%	0	0%
Science	11	92%	0	0%

KS1 LAC/PLAC

1	EXS+		GDS	
	No. of children	percentage	No. of children	percentage
Reading	1	100%	0	0%
Writing	1	100%	0	0%
Maths	1	100%	0	0%
Science	1	100%	0	0%

SERVICES

5	EXS+		GDS	
	No. of children	percentage	No. of children	percentage
Reading	4	80%	1	20%
Writing	4	80%	0	0%
Maths	5	100%	1	20%
Science	5	100%	0	0%

Year 1 Phonics - FSM6

9	EXS	
	No. of children	percentage
Phonics	7	77.8%

LAC/PLAC

2	EXS	
	No. of children	percentage
Phonics	2	100%

SERVICES

2	EXS	
	No. of children	percentage
Phonics	2	100%

Year 2 Phonics - FSM6

12	EXS	
	No. of children	percentage
Phonics	11	91.7%

SERVICES

5	EXS	
	No. of children	percentage
Phonics	4	80%

Year R End of year assessment July 2022:

Year R End of year assessment July 2022:

Area of learning Summer 2022	CLL		PSED			PD		Lit			Maths		UtW			ExA&D	
	LAU	Speaking	Self-reg	Man self	BR	GM	FM	Com	WR	W	N	NP	PP	PCC	TNW	CWM	Bi&E
1 (Emerging)	11 (12%)	6 (7%)	5 (6%)	3 (3%)	1 (1%)	2 (2%)	11 (12%)	11 (12%)	12 (13%)	17 (19%)	12 (13%)	11 (12%)	7 (8%)	7 (8%)	4 (4%)	2 (2%)	4 (4%)
2 (Expected – ELG)	79 (88%)	84 (93%)	85 (84%)	87 (97%)	89 (99%)	88 (98%)	89 (88%)	79 (88%)	78 (87%)	73 (81%)	78 (87%)	79 (88%)	83 (92%)	83 (92%)	86 (96%)	88 (98%)	86 (96%)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. <i>Please see separate pupil premium evaluation report 2020/21 on school website.</i>		
Activity	Evidence that supports this approach	Impact
Whole staff training on consistent understanding of high quality instruction, scaffolding and effective feedback – all staff are supported to be excellent practitioners.	There is a strong evidence base that suggests that high quality instruction, including dialogic activities such as high-quality classroom discussion and teacher feedback, are inexpensive to implement with high impacts on attainment and language development. EEF toolkit states that developing effective feedback can lead to up to additional 6 months progress. EEF Effective Feedback	High quality of teaching & learning/shared understanding of effective practice. Prioritisation of teaching of key knowledge, skills and developing pupils' understanding has supported improved pupil attainment over time. Teachers have accurate diagnosis of what has been taught, remembered, forgotten or missed end July 2021. Teachers' excellent subject knowledge has enabled them to make accurate assessments to identify what knowledge, skills and understanding needs to be re-taught and to which groups.
Ensure staff support pupils to develop strategies to support memory and metacognition	EEF toolkit states that developing effective strategies related to metacognition and self-regulation can lead to up to additional 7 months progress.	Teachers effectively support children to build and maintain links between prior and current learning which has improved pupils' ability to retrieve what has previously been taught, make links to

		current learning and identify next steps. Strategies taught have increased pupils' ownership and responsibility for learning and improved pupils' awareness of themselves as learners.
Ensure targeted diagnostic assessment is used to support teachers to monitor pupils' progress, understand their needs and adapt provision to meet their needs.	EEF states a rigorous focus on high quality teaching improves outcomes for all pupils.	<p>Improved staff understanding of individual needs has led to increases in pupils' self-esteem and self-efficacy.</p> <p>Improved support for emotional wellbeing has been established through creation of positive caring relationships and specialist support.</p> <p>Introduction and implementation of new Classroom Monitor assessment system has led to accurate, high quality assessment and adaptive teaching.</p> <p>Teachers' use of standardised assessments has supported formative teacher assessment to identify areas of strength and concepts that need to be re-taught, and accurate assessment.</p>
Develop whole school Mastery approach for mathematics teaching.	EEF toolkit states that mastery learning approaches are effective – up to additional 5 months progress. Lead teachers part of Mastery work group.	<p>Training of Mastery leads completed with Solent Maths Hub</p> <p>On-going support from Mastery teachers & maths specialist has supported team to adapt provision.</p> <p>All staff have undertaken training from the local Solent Maths Hub in order to improve teacher subject knowledge and</p>

		improve mathematical practice over time.
Ensure all staff understand how to promote high expectations leading to excellent pupil behaviour and levels of motivation	<p>EEF toolkit states that improving pupils' behaviour can lead to up to additional 4 months progress.</p> <p>EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 months progress.</p>	<p>Consistently high expectations and understanding of high quality provision has supported pupils to return to the lived daily experience of learning following two periods of remote home learning. Teaching assistants' training has supported them to support and deliver high quality teaching and learning across all classes and improve understanding of adverse childhood experiences and difficulties experienced by pupils related to close closures and attachment. Support for pupils' emotional wellbeing in place through development of positive caring relationships & individual targeted support for more vulnerable families through individual Family Links, a one-to-one online parenting programme. Enhanced training for teaching assistant team has improved strategies for positive behaviour management and consistent use of Harrison Learning Tree. All staff have developed greater understanding of pupils' vulnerabilities and disadvantages within our community. Consistent culture established across the school that ensures all pupils are highly motivated and engaged learners. Pupils develop pro-social and emotional skills and</p>

		attitudes that promote learners' success, well-being and mental health in school.
Ensure catch-up teaching and targeted intervention lead to improved pupil outcomes and progress.	EEF toolkit states that interventions and small group teaching approaches are effective – up to additional 4 months progress.	<p>Improved tracking and planning for vulnerable pupils has led to improved/consistent levels of attainment and progress related to starting points.</p> <p>Catch up targeted teaching has identified focus groups and responded to pupils' needs leading to improved outcomes.</p> <p>Implementation of targeted strategies related to improved provision for pupils with speech, language and communication. Introduction of writing conferencing has supported improved learning and teaching in English.</p>
To improve outcomes in phonics at end key stage 1.	<p>EEF toolkit states that developing phonics provision can lead to up to additional 5 months progress.</p> <p>EEF toolkit states that small group teaching can lead to up to additional 4 months progress.</p>	<p>Implementation of small group phonics intervention across year 2 lead to 96 % pupils passing phonics screening check June 2021.</p> <p>Employment of full time qualified teacher to ensure catch up intervention across year 2 targeted children who did not pass phonics screening check in December 2020.</p>
Improve communication and language skills for eligible pupils in EYFS and year 1.	<p>Linked to previous involvement in 'Keep On Talking programme' shown to improve outcomes at end EYFS.</p> <p>EEF toolkit states that small group teaching can lead to up to additional 4 months progress.</p> <p>EEF toolkit states that oral language interventions, particularly in EYFS, can lead to up to additional 6 months progress.</p>	<p>Employment of full-time teaching assistant with speech and language specialism achieved.</p> <p>Screening of targeted pupils in EYFS undertaken by TA with specialism in speech and language.</p> <p>Implementation of Nuffield Early Language</p>

		Intervention (NELI) in Year R led to good outcomes for five children identified.
Ensure social and emotional support for children and families led to improved pupil social skills, confidence and attitudes to learning.	EEF toolkit states that interventions and small group teaching approaches are effective – up to additional 4 months progress.	High quality and inclusive teaching, in-class support. Focussed class teacher and teaching assistant support is backed up by short term intervention, and/or additional guided teaching. Forensic monitoring and timely intervention secured progress for underachieving pupils to ensure end of key stage expectations are achieved.
Support for individuals' emotional well-being and mental health to address barriers to learning.	EEF toolkit states that interventions and small group teaching approaches are effective – up to additional 4 months progress. EEF toolkit states that improving pupils' behaviour can lead to up to additional 4 months progress. EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 months progress.	Pupils are provided with timely and effective pastoral support through access to Emotional Literacy Support Assistant and (NOW TALA) practitioners. Implementation of specific programmes supported improvements in children's social and emotional competencies. Access to resources and specialist support from Beacon House improved staff's competencies in meeting needs of vulnerable children with complex needs.
Implementation of whole school approach to structured teaching of social and emotional learning skills.	EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 months progress..	Supplementation of PSCHE curriculum with PATHS curriculum content in response to need for deliberate teaching of social and emotional skills has improved children's identification and understanding of their emotions and self-regulation.
Pupils are provided with counselling to support the emotional and mental	EEF toolkit states that improving pupils' social and emotional skills can lead to up to additional 4 months progress.	Provision of private counselling (outsourced)

<p>health needs of individual children.</p>		<p>improved pupil participation levels.</p> <p>Access to support led to emotionally healthier lifestyles and improved self-esteem.</p> <p>More vulnerable pupils are supported to gain confidence and improve outcomes.</p> <p>Individual children were better able to cope with the challenges they face and are being supported to understand past experiences.</p>
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