

Pupil premium strategy statement – Harnham Infants

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It has been written in consultation with all relevant professionals.

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 | Harnham Infant School |
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 35/208 17% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Natasha Dorrington Headteacher |
| Pupil premium lead | Laura Pike Deputy Headteacher |
| Governor / Trustee lead | Lorraine Batchelor Pupil Premium Governor |

Funding overview (1.9.21 – 31.8.22)

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £35,000.00 |
| Recovery premium funding allocation this academic year | £761.25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10,476.00 |
| 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 | £46,237.25 |

Part A: Pupil premium strategy plan

Statement of intent

Harnham Infant School is an average-sized school, with 208 children on roll, currently organised into 8 classes. There are three EYFS classes, three Year 1 classes and 2 Year 2 classes. The number of pupils eligible for the Pupil Premium Grant is less than average, but increasing over time.

At Harnham Infant School, we are highly ambitious for our Disadvantaged Learners and are committed to the best possible educational provision at all attainment and ability levels. All stakeholders (senior leaders, subject leaders, teaching staff, wider school staff and governors) are highly aspirational and work hard to address any challenges that are present so that we can ensure maximum progress and development for all learners, but especially those who experience disadvantage. We plan our teaching and learning so that every child is able to access the curriculum and attain the highest possible level of personal, social and academic achievement.

We endeavour to use our Pupil Premium Grant to maximum effect, using the three tiered approach whilst also taking into account each child as an individual and what will make the difference for them. Using up to date local and national research and feedback, (including staff, governor and parental surveys) this strategy statement is based on initiatives that will make a difference to the lives of children who experience disadvantage. We strive to ensure all children have access to high quality teaching in the classroom, alongside any carefully monitored targeted interventions for their specific academic and social needs. In addition, our school is passionate that every child should have access to wider opportunities that promote a secure sense of well-being, a high level of ambition and every opportunity to be part of a community where they can realise their potential and continue to 'enjoy, explore and learn.'

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance data for our disadvantaged learners is not currently in line with the rest of the school. A large proportion of the disadvantaged learners have attendance rates that are less than 95% and below the school's target of 97%. The barrier to school attendance seems to be linked to levels of engagement, perhaps lack of confidence and the level of importance placed on education. In |

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| | addition to this, many of the children are late to school so have more disrupted starts to their day. |
| 2 | A significant percentage of our disadvantaged learners are showing poor skills in oracy and use of vocabulary. This is evident in the number of disadvantage learners needing Speech and Language support as well as targeted vocabulary and language development work in the classroom. |
| 3 | A significant percentage of our disadvantaged learners are working below or well-below the expected standard for their age in reading, writing and maths. Some children experience multiple disadvantages and also have particular Special Educational Needs that need to be met too. |
| 4 | Many of our disadvantaged learners are showing poor physical development in their fine motor skills and much work needs to be completed as a pre-cursor to writing. |
| 5 | Many of our disadvantaged learners struggle with self-regulation and are unable to show resilience when faced with a challenge. This can lead to a sense of low self-esteem and an opportunity to 'opt-out' as well as presenting with some emotional needs. |
| 6 | Many of our disadvantaged learners' families are less likely to engage with their children's learning and wider enrichment opportunities. This seems to have been exacerbated with the Covid-19 lockdown restrictions and we are keen to ensure involvement from families to support the children's learning and participation in school life. |

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>Challenge 1: Attendance and punctuality of Disadvantaged Learners will improve.</p> <p><i>This links to improvements driven by our School Improvement Action Plan specifically point 11 (attendance)</i></p> | <p>Disadvantaged learners will have attendance rates that are in line with the rest of the school (no gap) and all above national average.</p> <p>Children will be on time to school and ready to learn. Monitoring of attendance registers will see reduction of late marks in the registers.</p> <p>Higher rate of attendance will be sustained over time.</p> |
| <p>Challenge 2: Levels of Oracy, vocabulary and speech and language development will improve.</p> <p><i>This links to improvements driven by our School Improvement Action Plan specifically points 1a, 2, 3, 4a, 5, 6, 7 (Quality First Teaching)</i></p> | <p>Children will make progress with their Speech and Language targets, be returned and signed off from targeted Speech and Language support.</p> <p>Children have specifically planned opportunities to focus on speaking and listening skills in the classroom through continuous provision environment.</p> <p>Embedding stem sentences / language structures will equip children to be able to communicate effectively in full sentences.</p> <p>Evidence of developing oracy and vocabulary will be seen in children's work (book looks, recordings on Seesaw) resulting in positive impact on attainment data.</p> |

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| <p>Challenge 3: Improved Reading, Writing and Maths attainment data through consistent access to high quality teaching and carefully chosen school-based interventions where needed.</p> <p><i>This links to improvements driven by our School Improvement Action Plan specifically points 1a, 2, 3, 4a, 5, 6, 7 (Quality First Teaching)</i></p> | <p>100% of teaching will be good or outstanding. Summative and formative assessments will triangulate consistency when looking at data, book scrutinies, observations, child voice and coaching.</p> <p>The percentage of vulnerable learners achieving a GLD or EXP standard will increase in order to be in line with non-disadvantaged peers, showing increased levels of progress from their starting points.</p> <p>For children with Special Educational Needs, individual attainment and progress measures will be reflected in their progress towards their Support Plan or EHCP targets.</p> <p>Interventions will be carefully monitored with impact analysis verses cost completed at the end of each term.</p> |
| <p>Challenge 4: Children identified as needing support to develop their fine motor skills and handwriting will have access to interventions and support.</p> <p><i>This links to improvements driven by our School Improvement Action Plan specifically points 1a, 2, 3, 4a, 5, 6, 7 (Quality First Teaching)</i></p> | <p>Targeted children will be supported by having additional opportunities to develop their fine motor skills and handwriting skills. Improvement will be seen in their letter formation and writing through book looks and engagement in writing activities in continuous provision.</p> <p>Progress monitored through book looks and impact statements on reviewed provision maps.</p> <p>Additional support sought from the Occupational Health team where needed and advice implemented.</p> |
| <p>Challenge 5: All children, but especially those vulnerable to underachievement will develop their sense of self-regulation and resilience when faced with a challenge.</p> <p><i>This links to improvements driven by our School Improvement Action Plan specifically points 7, 9, 10, 12, 19 (Behaviour, Values, Wellbeing)</i></p> | <p>Whole school engagement in Growth Mindset culture and embedding of the Harnham Infant School Characteristics of Effective Learning will lead to children being more reflective of themselves as learners, demonstrated through child voice and evidence of progress in their books and on Seesaw.</p> <p>Children who need targeted intervention (ELSA) to develop their emotional resilience will show improvement and translate their emotional regulation to classroom, playground and family environments too. Children will be signed off ELSA support.</p> |
| <p>Challenge 6: Increased levels of engagement from parents will encourage children to enhance their learning at home and at wider enrichment opportunities.</p> <p><i>This links to improvements driven by our School Improvement Action Plan specifically points 9, 11, 12, 16, 19, 22 (Community and Parent Support)</i></p> | <p>Registers kept at participation at school events, such as “Stay and...”, attendance at parents’ evenings and monitoring of Seesaw platform and reading records, will show increased engagement and attendance from families of disadvantaged learners.</p> <p>Families will engage with the Parent Support Advisor, whether regarding attendance difficulties or needing support with any aspect of parenting.</p> <p>Further opportunities for positive and supportive dialogue with parents will be sought e.g. personalised emails, video messages, providing resources and practical opportunities in order for increased support and relationship between home and school.</p> |

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: £19,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Disadvantaged Learner Lead to attend CPD opportunities – Network Meetings and High Quality Teaching workshops. To be cascaded to all teaching staff. | Engaging with training provided by the LA ensures knowledge remains up to date and best practice can be shared across local schools. | 3, 5, 6 |
| Align Disadvantaged Learner attainment data with standards, expectations and performance management of all staff. | Performance Pay (+1 month) | 3 |
| School staff to participate in Achievement for All programme. | Coaching supports teachers to become more engaged in the craft of teaching. Link with external coach. Can also link to Feedback (+6 months) | 3, 4, 5, 6 |
| School staff to participate in Coaching programme, observing each other and sharing best practice. This enables bespoke professional development for teaching staff. | Collaborative learning (+5 months) Feedback (+6 months) | 2, 3, 4, 5 |
| Use of Walkthrus (book) to establish culture of High Quality Teaching, discussed and implemented through use of Professional Development Meeting time. | Walkthrus have been recommended at LA Network meetings. Language of aspects such as “stop, pause, insist” being used across the school. EEF guides to improving Literacy. | 2, 3, 4, 5 |
| Release time / salary of Disadvantaged Learner Need to carry out support, mentoring, monitoring and evaluation. | Supporting and mentoring other colleagues to ensure Disadvantage Learners remain a priority. | 1, 2, 3, 4, 5, 6 |
| Work between Disadvantaged Learner Lead and Curriculum Lead to revise Teaching and Learning Handbook and ensure Marking and Feedback policy reflects current practice in the classrooms. | Feedback (+6 months) | 2, 3, 4 |

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| Release time to enable additional Pupil Progress Meetings specifically for Disadvantaged Learners. | Supporting and mentoring other colleagues to ensure Disadvantage Learners remain a priority. | 1, 2, 3, 4, 5, 6 |
| Making the curriculum irresistible so that all children will want to be in school and have their individual opportunities to shine. | Mastery learning (+5 months) Improving English guides at KS1 (published by the EEF) Individualised Instruction (+3 months) | 1, 2, 3, 4, 5 |

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

Budgeted cost: £8,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provision of a specific Teaching Assistant to run Speech and Language Interventions and work with the SENDCo / Speech Therapist to ensure the best possible provision for the children needing speech support. | Oral language interventions (+4 months) One to One tuition (+6 months) | 2, 3 |
| Employ a teaching assistant to deliver the Nuffield Early Language Intervention (NELI) in EYFS and Year 1. | Oral language interventions (+4 months) Teaching assistant interventions (+4 months) | 2, 3 |
| Purchase resources to enable interventions linked to handwriting and fine motor control to be high of quality and specifically targeted. | Teaching assistant interventions (+4 months) | 4 |
| Use of Insight data software to record targeted interventions and outcomes of these. (Currently being trialled) | Use of Insight software should streamline record keeping and support teacher workload and wellbeing. | 3 |
| Training for Teaching Staff to complement provision of interventions e.g. precision teaching, WESforD, Colourful Semantics. | Teaching assistant interventions (+4 months) | 2, 3, 4, 5 |
| Small group and 1:1 tuition – using a qualified teacher to fill gaps in children’s learning / understanding or extend them further, ensuring challenge at all levels. | Small group tuition (+4 months) One to One tuition (+6 months) | 1, 2, 3, 4, 5, 6 |
| Additional phonics / reading for the bottom 20% in every class. | Phonics (+5 months) Reading (+6 months) | 2, 3 |
| Distribution of Teaching Assistants to enable the provision of TA interventions in each year group. | Teaching assistant interventions (+4 months) | |

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

Budgeted cost: £13,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provision of school ELSA 3 days per week to support children's social and emotional well-being and help develop self-regulation and resilience. | Social and Emotional Learning (+4 months) Metacognition and Self regulation (+7 months) | 1, 5, 6 |
| Offering paid-for Breakfast Club provision to families who struggle with attendance and punctuality. ELSA based work to be thread through Breakfast Club provision too. | EEF have evaluated breakfast club provision as a cost-effective way of improving attainment, attendance and ensuring no children have to learn when they are hungry. | 1, 6 |
| Provision of a Parent Support Advisor to work alongside families to unpick issues relating to attendance, behaviour, debt, relationship, engagement in school or parenting. | Parental engagement (+4 months) | 1, 6 |
| Purchasing of training sessions and resources for the School Dog (Murphy) in order for children to be able to engage with him, increasing their engagement in reading, attendance and self-regulation. | https://senadgroup.com/the-amazing-benefits-of-a-school-dog-or-how-to-get-through-those-ruff-days/ | 1, 3, 5 |
| Training for lunchtime staff to ensure playtimes can be as positive and happy as possible, making the transition back into the classroom as positive and happy as possible at the end of play. | Behaviour strategies (+4 months) Pupil voice / Staff voice will show improvement in lunchtime happiness. | 5 |
| Investigate the possibility of starting a summer holiday club at our school for childcare and provision of spaces for disadvantaged learners. | Summer schools (+3 months) | 6 |
| Paying for children to attend extra-curricular clubs and activities, such as trips and visits so that no children miss out and experience a greater sense of belonging and have opportunities they might otherwise not have. | Extending school time (+3 months) This can also impact attendance since children need to be in school in order to attend an enrichment activity. | 6 |
| Additional opportunities where needed to support children, e.g. paying for Art Therapy sessions with Family Counselling Trust, Wiltshire. | Arts participation +3months | 5, 6 |

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| Purchase of school uniform and specific equipment, such as recorders to take part in music lessons. | A cost effective way of increasing emotional well-being and sense of belonging. | 6 |
| Additional "top-up" food boxes and parcels to extend provision through the holidays. | Children will not be hungry in the school holidays. Further opportunities for link fostered between home and school. | 6 |

Total budgeted cost: £41,300

(leaving £4937.25 as a contingency fund for things that change or are needed through the year)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to Covid-19, there was a significant impact on the school's ability to make measurable progress towards the achievement of the goals contained in the previous strategy plan. There was significant impact of children's variable engagement in remote learning, their attendance upon returning to school, as well as their emotional resilience and well-being, linked to parental engagement and well-being too. However, we reflect on the academic year 2020-21 and find notable strengths and areas for development, which are therefore included in this new strategy statement 2021-2024.

Here is a summary of key points from our pupil premium activity last year and the impact on pupils and families:

- Harnham Infant School completed a self-evaluation of Pupil Premium by completing the Wiltshire Council Matrix to reflect on provision. This was followed up with a specific meeting with the School Improvement Advisor in November 2020. (See separate report if needed) Here is a quote:
Pupil Premium at Harnham Infant School is highly effective because the leadership and management are passionate about closing the attainment gap for disadvantaged pupils. The funding is spent to ensure the needs of the disadvantaged learners can be met, they are tracked closely and relationships with link governors are high priority and focused on improving outcomes for pupils.
The School Improvement Advisor agreed entirely with the school's self-evaluation.
- A Parent survey specific to Disadvantaged families was sent out in July 2021 with a 50% return rate. Parents were very complimentary about the provision in place for their children, with 100% saying their child was making progress, staff were approachable and that specialist support was put in place to help their family if needed. One parent commented "*The school go above and beyond to accommodate my child and he is so happy*". (Copies of parental survey results available on request) The survey was also used to identify next steps, which have fed into this new strategy statement.
- Pupil Premium Funding is closely tracked and scrutinised by the School's Finance Officer and Finance Governors so that impact can be monitored.
- Governors were kept well-informed about Disadvantaged Learners through link governor meetings (3 x year) plus report to Full Governing Body in March 2021, Pupil Premium is reported on at every Curriculum, Finance and Welfare Committee meetings. (See minutes and link governor reports for impact) Governors took part in a review of Governance with the School Improvement Advisor, which included knowledge of strategies used to support, evaluate and monitor provision for pupil premium children.
- Every Professional Development Meeting has updates on Disadvantaged Learners so that we could be responsive to needs and stay up to date.

- Disadvantaged Learner Lead runs additional pupil progress meetings to talk about the children as individuals and ensure that appropriate support, intervention, stretch and challenge is in place and monitored.
- Disadvantaged Learner Lead finds creative ways to build relationships and communication with families e.g. by recording video messages and uploading to Youtube to make them as accessible as possible.
- Individual learning profiles of children were kept so that progress, attainment and attendance can be monitored closely.
- Attainment data of Disadvantaged Learners was tracked closely and comparatively with non-disadvantaged children. This was followed up at pupil progress meetings to ensure appropriate provision was in place for each child.
- Disadvantaged Learner Lead attended CPD / Network meetings to stay up to date with latest developments and recommendations.
- Additional devices to support children at home to engage in remote learning were sorted quickly and distributed to families in need. Feedback was very positive.
- Children's engagement in learning during lockdown was tracked closely, and where possible, we offered additional school places to families so that school could remain in close contact, ensure well-being needs of children and parents were met.
- Additional resources for Disadvantaged Learners were distributed during lockdown e.g. a goodie bag with books for home, stationery items and games to play. Parental feedback was positive and engagement higher in this than online learning and lessons.
- Pupil Premium was given high profile in school communications (helped massively by Marcus Rashford's campaign) and as a result, more families were able to benefit from the funding. Personalised letters and leaflets distributed and some families were supported to complete the forms in order to ensure their children receive the funding.
- Quality First Teaching was good. Teaching staff began the journey through the Walkthru's strategies (to be continued)
- School's ELSA was able to provide emotional support to children to settle back into school and support to build resilience, learning behaviours and social skills.
- Parent Support Advisor was able to contact families to offer support during lockdowns and continue working with families by meeting online or going out for walks with parents. Feedback received has been very positive. Home visits were carried out where necessary with the PSA and the Headteacher, just to make sure families had everything they needed during the lockdown period. Reports recorded on CPOMS of impact.
- Increase in children needing Speech and Language intervention meant an increase in hours for the Teaching Assistant employed to carry out SALT intervention programmes. Children making progress towards their targets, which were returned and new ones set.
- An additional TA was funded in the year 1 cohort to support teaching and learning and carry out specific interventions.
- 3 teachers and 3 teaching assistants were trained in delivering the NELI programme, which started in March 2021 and has continued into the start of year 1.
- Additional wider strategies continued e.g. supporting with payment of uniform, enrichment activities such as drumming workshops too.

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 |
|---|---|
| Nuffield Early Language Intervention (NELI) | https://www.teachneli.org/ |
| | |

Service pupil premium funding: £4030 (13 children)

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? (2020-21) | <p>During lockdown, Service Children were provided with a personalised learning bag for the “Little Heroes” club. This included a book, certificate, badge and some colouring related to being a child with a parent in the forces.</p> <p>Little Heroes Club was run in year group bubbles to give children an opportunity to play games and have support from the school’s ELSA.</p> <p>Books and resources purchased to support children.</p> <p>For children whose parents were deployed or where there is a specific need, additional pastoral sessions were timetabled with the school’s ELSA.</p> <p>Little Heroes had their own accounts on Seesaw so that the children could communicate with each other.</p> <p>The Little Heroes all took part in the Little Troopers Roadshow.</p> <p>Emails sent and admin involved in keeping parents informed about what we were doing with the Little Heroes in school.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Although the children are few in number, there are enough of them that running a Little Heroes club enables them to know that they are not alone and that there are other children around them who experience life as a child with a parent in the forces too.</p> <p>Children enjoy coming to Little Heroes club and feel special to be there, knowing that it is only for them.</p> |

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| | <p>Children feel a high sense of belonging and therefore an impact on their self-esteem and emotional well-being.</p> <p>Children benefitted from a calm and comfortable space where they have space to adjust and discuss feelings.</p> <p>Parents were complimentary about the provision for service children at our school and identify it as a real strength for their child.</p> |
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Further information (optional)

Our school sits at the heart of a community on the outskirts of Salisbury. It is becoming increasingly diverse and numbers of children in receipt of the Pupil Premium Grant is rising. This strategy statement has been informed by the specific needs of the children and their families across our school. In addition, we have experienced an increase in mobility and families moving to the area or moving their child's school who are also eligible for the additional funding. This means there is additional emotional time and investment needed in supporting the children to settle and welcoming families to the community and supporting them to get involved in the life of the school.

The Pupil Premium Link Governor, along with the Senior Leadership Team are involved in the strategic overview of this strategy. Furthermore, it is monitored regularly by the Full Governing Body to ensure full accountability, using data and self-evaluation to challenge the proposals and outcomes.

Further information about any aspect of this strategy is available from the school upon request.