

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Harwood Meadows Primary School
Number of pupils in school	199 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Julian Bevan Head Teacher
Pupil premium lead	Julian Bevan Head Teacher
Governor / Trustee lead	Ian Moore, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,590
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,590

# Part A: Pupil premium strategy plan

## Statement of intent

Here at Harwood Meadows Primary School, everyone believes our children should develop 'Roots to Grow and Wings to Fly' whilst with us. We believe that every child is unique and important and we aim to ensure that all pupils, irrespective of their backgrounds or the challenges they face, achieve highly and make excellent progress across our broad and balanced curriculum.

Our values, We are Aspirational; We are Resilient; We are Kind; ensure our children develop in a nurturing, ambitious and positive learning environment. We recognise each of our children as individuals, yet are fully aware of potential barriers to their social development and academic success.

We work in partnership with all of our families to ensure all our children are successful both academically and socially. We ensure our children develop their resilience and are ambitious; wanting to participate in all aspects of their learning journey whilst in our care. Our key principles enable us to facilitate this:

- to ensure quality first teaching for all pupils, regardless of their background or barriers;
- to ensure all our staff are trained and developed each year so that they are best able to meet the needs of all our children;
- to ensure we continue to work closely with families to raise expectations;
- to continue to develop our wider curriculum offer which meets the needs of our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Address gaps in learning (reading, writing and maths) and ensure challenge for more able.
2	Ensure all children make good or better than expected progress in reading / phonics early reading.
3	Attendance and punctuality issues.
4	Anxiety / mental health and wellbeing.

## 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
Improved progress and attainment in reading, writing and mathematics.	Attainment is in line with or above national; progress scores are in line with national or above.
Attainment in phonics ensures all children meet the required standard.	Attainment is in line with national or above.
Attendance and punctuality issues have diminished.	Attendance was 94.4% in 2024 and will increase in 2025. The number of lates prior to the register closing and after the register has closed have decreased.
The number of incidents relating to behaviour / anxiety has decreased.	Children are supported in school to make the right choices; identified children are supported with targeted support; incidents of negative behaviour and disruption have minimised.  Attainment is in line with national or above.

## 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor in place to support less experienced teachers.	Additional leadership and teaching capacity. <a href="#">The Impact of School Leadership on Pupil Outcomes.</a>	1
Read, Write Inc Phonics training for staff / Phonics lead	Additional skills and a more consistent approach to the teaching of phonics. 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Staff training on strengthening pedagogy and practice e.g. retrieval strategies.	Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
TLR positions in place to support teaching and learning across school.	Distributed leadership to increase capacity to improve. <a href="#">The Impact of School Leadership on Pupil Outcomes.</a>	1,2
Subscription to high-quality online CPD for all staff and governors (ECM – Schoot)	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a>	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Semi-classed based DHT to support low attaining pupils or those falling behind	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Increased Teaching assistants employed for 1:1 catch up / addressing misconceptions / phonics catch up.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead employed to support the mental health and well-being of pupils. To deliver bespoke programmes	Social and emotional learning (SEL) interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions.	3

to meet the needs of individuals.	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
Behaviour specialist employed to work with individual children to support learning behaviours.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Education specialists (e.g. educational psychology) employed to identify additional needs and support.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Teaching assistant employed on a 1:1 basis to support children with additional needs	The presence of teaching assistants in classrooms can drastically reduce workload and stress, as well as proving positive in small group interventions. <a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
Funding of school residential trips	Outdoor adventure impacts positively on self-efficacy, motivation and teamwork. <a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	3
Funding of before and after school club for children with attendance and punctuality issues.	Breakfast clubs are shown to reduce hunger, improve concentration and improve behaviour. <a href="https://www.educationendowmentfoundation.org.uk">Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation.</a>	4
Funding of music lessons for pupils.	Music can make a powerful contribution to the education and development of children, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. <a href="https://www.educationendowmentfoundation.org.uk">The Importance of Music.</a>	3
Funding of LBQ , TT Rockstars and Grammarsaurus for use in daily early morning maths sessions.	Academic support is provided to impact positively on progress and attainment. <a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Funding of Literacy Shed Plus and Spelling Shed for spelling and reading intervention and teaching.	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,2

<p>Funding of Twinkl and to support wider interventions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>Purchase of additional books for our 100 book challenge to support reading across school.</p>	<p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  <a href="#">Reading Comprehension Strategies   EEF   (educationendowmentfoundation.org)</a></p>	<p>1,2</p>
<p>Purchase of RWI materials to support additional phonics sessions.</p>	<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>Purchase of assessment materials to ensure a more consistent approach to assessment across KS1 and KS2.</p>	<p>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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

**Total budgeted cost: £67,590**

## 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 2023 to 2024 academic year.

Behaviour has continued to improved throughout school as a result of wellbeing initiatives. Working with outside agencies and implementing strategies in school has resulted in fewer incidents of negative behaviour and positive, calm learning environment across school where children are positively engaged in learning.

Having immediate access to quality staff, resources and subscriptions has resulted in staff being able to use time more effectively so that they are better able to identify and address children's misconceptions quickly.

End of KS2 school data (2023 – awaiting final data for 2024) for disadvantaged children compared favourably to national data:

Subject	Percentage of disadvantaged pupils achieving the expected standard or above: school	Percentage of pupils (all pupils) achieving the expected standard or above: nationally
English reading	83%	73%
English writing (teacher assessment)	83%	71%
Mathematics	92%	73%
Reading, writing and maths combined score	83%	59%

### 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
RWI Phonics	RWI
Times Tables Rock stars	TT Rock stars
Spelling Shed	Ed Shed
Literacy Shed Plus	Literacy Shed

Twinkl	Twinkl Ltd
Classroom Secrets	Classroom Secrets
LBQ	Learning By Questions
Charanga	Charanga Ltd
Educational Psychology Services	Bolton Local Authority
Learning and cognition support	Ladywood Outreach
Behaviour Support	Aspire Behaviour Services
Relax Kids	Relax Kids