

Pupil premium strategy statement

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 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	South Harringay School
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	27.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Pupil premium lead	Ayse Thomas
Governor / Trustee lead	Karen Tate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,565
Recovery premium funding allocation this academic year	£0
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	£103,565

Part A: Pupil premium strategy plan

Statement of intent

Core curriculum progress

The school recognises that the majority of our disadvantaged children need to make accelerated progress in order to reach the age expected standards at the end of each key stage. This is because their starting points at the end of their previous key stage, or on entry to the school, are usually significantly lower than those children that are not classified as disadvantaged. Our expenditure seeks to provide these children with additional support in the core areas of learning during curriculum time. This aspect of our spending ensures that the additional support is provided by our most effective staff and/or by an intervention for which there is evidence to demonstrate positive impact on progress rates. We also recognise that for those children who are classified as high attainers at the end of key stage assessments, and are classified as disadvantaged, it is important that these children remain on track to achieve at the highest levels at the end of each key stage.

Emotional Wellbeing/Behaviour

We recognise that in order to learn well and make good progress children need to be happy and feel safe and secure. Many of our disadvantaged children experience challenges in their personal lives which may be temporary, or ongoing. Our learning mentor and counsellors provide support to these children. This supports their emotional/social challenges and in turn allows them to access the curriculum and their learning opportunities with greater effect. Our learning mentor also supports some children who are having difficulties with behaviour and/or social issues.

Access to the wider curriculum and access to extra-curricular activities

Many of our disadvantaged children do not have access to the same cultural and sporting experiences that other children routinely access. Access to some of our after school clubs exposes them to experiences and activities that are enriching in their own right, and also provide English language stimulus in a context they would otherwise not be exposed to. We also buy in various companies that offer on-site experiences such as theatre and interactive drama. While voluntary contributions cover part of these costs, we subsidise payments for those that are not able.

Parental Engagement and supporting children with homework

Some of our ethnic minority children fail to get the support they need outside of school as their parents/carers don't speak English, are not fluent in English, or are not confident that their own skills and understanding to directly support their children with homework. We have found homework workshops for parents in a home language can have a positive impact on the progress of children, so when possible, we run these for some groups e.g. in Turkish and Bulgarian. As these don't work for all families and sometimes it is less of a language barrier and more a lack of confidence or time on the part of the parent. We also arrange our own after school homework clubs run by our own teaching assistants and teachers to support these children. For some children our learning mentor and deputy head provide 1:1 academic mentoring to support with expectations and motivation around homework.

Health and Nutrition

The benefits of beginning the day with a healthy and nutritious breakfast have been well documented. We don't want any child to come to school hungry, so we offer free priority places for children entitled to FSM to attend our breakfast club. This also ensures that children have arrived at school on time to start lessons. We also subsidise places in some of our after school sports clubs.

Challenges

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

Challenge number	Detail of challenge
1	Access to sound models of spoken and written English outside of school
2	Access to the wider curriculum and access to extra-curricular activities
3	Emotional well being
4	Parental engagement with school - especially in regards to supporting children with homework
5	Behaviour – pupils with specific social and emotional needs which affect their learning
6	Health and nutrition

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
To ensure quality first teaching for all pupils.	Learning walks demonstrate that teaching consistently uses Rosenshine's principles being used across all subjects. Improved outcomes for pupils.
To raise the attainment, and accelerate the progress, of our EAL children in phonics and reading.	Learning walks show consistent high level of teaching reflecting course content. Accelerated progress rates for EAL pupils.
To develop social skills and attendance through participation in a range of clubs provided by the school or external providers and celebrate talent, skills and efforts in non-academic subjects.	Decrease in behaviour incidents in the playground. Improved attendance.
To ensure good punctuality and attendance by providing pupils a healthy and nutritious breakfast.	Improved attendance and punctuality.
To ensure pupils are able to participate fully in school trips and residential trips.	Improved attendance on residential trips.
To improve pupils self-esteem, social skills and behaviour through 1:1 or group activities.	Improved behaviour in class. Improved outcomes for pupils.
To provide therapeutic support to pupils that may be experiencing temporary, or on-going, challenges in their personal lives where it is having an impact on learning.	Maintaining good outcomes for pupils receiving counselling.

To ensure better engagement with EYFS parents through the use of Tapestry.

Better outcomes for pupils.

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: £14,287.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, team teaching and support across the year, from pedagogy lead in implementing Rosenshine's Principals through Tom Sherrington's 'Walkthrus.	Will ensure staff receive the most recent and relevant teaching and learning CPD and strategies that allows for quality teaching to target all students across all key stages.	1 & 2
RWI training for all staff	Will ensure all TAs and have training in RWI in order to be able to be able to respond to changes in demand for phonics at the appropriate level for pupils. Impact +4 months	1 & 2

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

Budgeted cost: £10,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in Yr 5 & 6, Reading, Maths and English	There has been clear evidence to suggest the group sizes of less than 15 have benefited disadvantaged children. Impact +4 months.	1 & 2

Pre-teaching in all year groups. (Oral language intervention)	It was noted by our teachers how much more confident our learners have been when the children have had pre-teaching before the main lesson. Impact of +6 months.	1 & 2
Precision teaching	It was noted by our teachers how much more confident our learners have been when the children have had pre-teaching before the main lesson. Impact of +6 months.	1 & 2

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

Budgeted cost: £79,644.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring by DHT Select vulnerable pupils from key groups	Mentoring can have a beneficial effect on pupil confidence, resilience and character building. It also supports good attendance and punctuality among disadvantage pupils and helps strength relationships between home and school positively impacting homework. Academic impact of about + 2 months.	3,4 & 5
Parental engagement Facilitating and providing parental engagement work and early help to vulnerable families.	Successful parental engagement work in primary can provide an impact of +4 months.	3 & 4
Parental engagement in Early years Tapestry	Successful parental engagement work in early years setting can provide an impact of +5 months.	4
Physical activity Extra -curricular clubs for pupils	Physical activity has important benefits in terms of health, wellbeing and physical development. In terms of research into academic benefits, this provides an impact of 1+ months.	2, 3 & 6
Learning Mentor	Social and emotional interventions improve emotional and attitudinal	3, 4 & 5

	outcomes for pupils. Academic impact of about + 4 months.	
Counselling Service	Social and emotional interventions improve emotional and attitudinal outcomes for pupils. Academic impact of about + 4 months.	3,4 & 5
School trips funding	The benefits of a well-organised trip is foremost example of knowledge transfer. The new layers of thought acquired by students through observation, interaction, and the narrative provided by teachers can be applied to further develop knowledge in class and helps improve the retention of knowledge.	2
Breakfast club funding	The benefits of beginning the day with a healthy and nutritious breakfast have been well documented.	6
Milk	The benefits of beginning the day with a healthy and nutritious breakfast have been well documented.	6

Total budgeted cost: £104,504.38

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.

Impact pupil premium activity had on pupils in the 2019-2020 academic year:		
<u>Key Stage 2 2021</u>		
RWM EXS+	FSM	Not FSM
School 2021	78%	68%
Haringey 2019	56%	73%
National 2019	51%	71%
RWM GDS	FSM	Not FSM
School 2021	22%	38%
Haringey 2019	6%	20%
National 2019	5%	13%
Reading EXS+	FSM	Not FSM
School 2021	78%	74%
Haringey 2019	65%	79%
Haringey 2019	62%	78%
Reading GDS	FSM	Not FSM
School 2021	22%	41%
Haringey 2019	16%	37%

Haringey 2019	17%	31%
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Writing EXS+	FSM	Not FSM
School 2021	78%	68%
Haringey 2019	75%	86%
Haringey 2019	68%	83%

Writing GDS	FSM	Not FSM
School 2021	22%	38%
Haringey 2019	17%	34%
Haringey 2019	11%	24%

Maths EXS+	FSM	Not FSM
School 2021	78%	74%
Haringey 2019	71%	86%
Haringey 2019	67%	84%

Maths GDS	FSM	Not FSM
School 2021	22%	44%
Haringey 2019	19%	35%
Haringey 2019	16%	31%

Pupil premium children have achieved better in some case than not FSM pupils as additional interventions were set-up during lockdown to ensure pupil premium children attended during lockdowns under the vulnerable children exceptions.

Key Stage 1 2021

RWM EXS+	FSM	Not FSM
School 2021	25%	67%
Haringey 2019	65%	69%
Haringey 2019	50%	69%

Reading EXS+	FSM	Not FSM
School 2021	50%	74%
Haringey 2019	72%	78%
Haringey 2019	62%	78%

Reading GDS	FSM	Not FSM
School 2021	0%	39%
Haringey 2019	22%	33%
Haringey 2019	14%	28%

Writing EXS+	FSM	Not FSM
School 2021	50%	72%
Haringey 2019	70%	73%
Haringey 2019	55%	73%

Writing GDS	FSM	Not FSM
School 2021	0%	28%
Haringey 2019	15%	22%
Haringey 2019	7%	17%

Maths EXS+	FSM	Not FSM
School 2021	25%	78%
Haringey 2019	72%	79%
Haringey 2019	62%	79%

Maths GDS	FSM	Not FSM
School 2021	0%	28%
Haringey 2019	21%	29%
Haringey 2019	12%	24%

Phonics Yr1 Pupils 2021

Phonics EXS Yr1 2021	FSM	Not FSM
School 2021	38%	84%
Haringey 2019	77%	86%
Haringey 2019	71%	84%

EYFS 2021

EYFS GLD 2021	FSM	Not FSM
School 2021	100%	72%
Haringey 2019	65%	76%
Haringey 2019	57%	74%