

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	2020-23
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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 have also funded Saturday booster classes for some children. 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	1 & 2

	had pre-teaching before the main lesson. Impact of +6 month	
--	---	--

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 early years setting can provide an impact +5 months and in primary +4 months.	3 & 4
Parental engagement in Early Years Tapestry	Successful parental engagement work in early years settings 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 outcomes for pupils. Academic impact of about + 4 months.	3, 4 & 5
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	2

	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.	
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 have 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 2021 to 2023 academic year.

Outcome 1

1.2.1 RWM EXS+	2018 EXS+	2019 EXS+	2022 EXS+	2023 EXS+
South Harringay	60%	74%	70%	86%
Haringey	67%	66%	65%	67%
London TQ	72%	72%	69%	NA
National	64%	65%	59%	59%
Gap (sch v nat)	-4%	9%	11%	27%
Trend		↑	↓	↑

1.2.4 RWM GDS	2018 GDS	2019 GDS	2022 GDS	2023 GDS
South Harringay	11%	24%	23%	26%
Haringey	14%	15%	13%	15%
London TQ	15%	15%	13%	NA
National	10%	11%	7%	8%
Gap (sch v nat)	2%	13%	16%	18%
Trend		↑	↓	↑

There has been a gradual increase to pupil outcomes in Reading, Writing and Maths combined over the 3 years for EXS+ and GDS as the tables above show the school out performing both Haringey and National data in KS2.

2.2.1 RWM EXS+	2018 EXS+	2019 EXS+	2022 EXS+	2023 EXS+
South Harringay	61%	67%	66%	63%
Haringey	69%	68%	59%	62%
London TQ	NA	NA	NA	NA
National	65%	65%	53%	56%
Gap (sch v nat)	-4%	2%	13%	7%
Trend		↑	↓	↓

2.2.2 RWM GDS	2018 GDS	2019 GDS	2022 GDS	2023 GDS
South Harringay	20%	19%	22%	23%
Haringey	16%	16%	11%	11%
London TQ	NA	NA	NA	NA
National	12%	11%	6%	6%
Gap (sch v nat)	9%	8%	16%	17%
Trend		↓	↑	↑

Outcomes for pupils in KS1 Reading, Writing and Maths combined show the school out performing both Haringey and National data across EXS+ and GDS over the last 3 years.

Outcome 2

The outcomes for **EAL pupils** making better progress in **Reading EXS+** show that there has been an increase over time with a slight dip after pandemic closures in 2022, but an increase in 2023 well above Haringey and National standards in KS2.

KS2 Outcomes Reading EXS+ EAL pupils

	2019	2022	2023
School	69%	65%	77%
Haringey	67%	73%	72%
National	69%	73%	70%

The outcomes for **EAL pupils in Reading EXS+** in KS1 show that our EAL children are not doing as well as we would like them to do. Our own observations and monitoring has shown us that our pupils are not as fluent readers as we would like them to be. Moving forward we will be looking to implement a different Phonics and Reading Programme to enable our children to become fluent readers.

KS1 Outcomes Reading EXS+ EAL pupils

	2019	2022	2023
School	62%	64%	25%
Haringey	72%	63%	65%
National	71%	64%	65%

Despite our excellent provision online and onsite provision during the pandemic, many of our families remained abroad and this has had a significant impact on pupil progress.

Outcome 3

Serious behaviour incidents in the playground are almost non-existent. Very few incidents occur outside and the reporting of this is quick and dealt with quickly by all staff and senior leaders where appropriate.

Attendance of pupil premium children in afterschool club is around 50% and senior leaders ensure that all children who are pupil premium are targeted for attendance.

Outcome 4

The percentage of our pupil premium children attending breakfast club over the last two years is at 38%.

Juniors		Infants	
Attendance	2022 - 2023	Attendance	2022-2023
Not PP	95.22	Not PP	95.97
PP	92.72	PP	93.29
Attendance	2021 - 2022	Attendance	2021-2022
Not PP	93.36	Not PP	94.8
PP	90.09	PP	94.93

Attendance data for the last two years shows a slight increase for all pupils including pupil premium in the Juniors. Data for the infant school was impacted by particularly challenging circumstances for one family who was moved out of the area but were still attending whilst awaiting new school place.

The data for the year 2020-21 is not comparable due to pandemic closures and many varying factors for families.

Outcome 5

Over the last 3 years, Pupil Premium children attendance has remained at around 98% with almost all children attending Pendarren. No pupil premium child has not been able to attend Pendarren on the grounds of financial hardship.

Outcome 6

RWM EXS+	2019	2022	2023
School	50%	50%	80%
Harringay	56%	53%	55%
National	51%	43%	44%

Outcomes for pupil premium pupils in RWM combined EXS+ shows a rapid uplift in outcomes in 2023 and excellent recovery post pandemic in KS2.

RWM EXS+	2019	2022	2023
School	69%	40%	29%
Harringay	72%	59%	51%
National	62%	52%	40%

Outcomes for pupil premium pupils in RWM combined EXS+ shows that our pupil premium children over time have not been doing as well as other schools and national. Looking at the data more closely children are not doing well on combined measures due to reading fluency. The school has already started taking measures to address this as detailed in our new pupil premium plan.

Outcome 7

Pupils receiving counselling supported well emotionally to ensure their attendance remained above 97%. Teachers monitoring demonstrated pupils were supported to remain focused when learning and were able to maintain the progress similar to their peers.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.