



Pupil premium strategy statement

At Harlyn Primary School we offer a range of activities that support and develop the children in all areas of their school life. The following document should be read alongside the COVID Catch-up and the Sports Premium statements in order to gain a clear and full understanding of all of the provision that we put into place.

The following statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Harlyn Primary School
Number of pupils in school (as of October 2023)	427
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	September 2023
Date this statement was last reviewed	September 2024
Date on which it will next be reviewed	September 2025
Statement authorised by	Simon Jones
Pupil premium lead	Shruti Mistry
Governor / Trustee lead	Abi Walton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,275
Recovery premium funding allocation this academic year	£26,313
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	£117,588

Part A: Pupil premium strategy plan

Statement of intent

Harlyn Primary School is a local authority school in Hillingdon. We currently have two classes in all year groups however, we have recently had 3 classes in each of our Key-Stage 2 year groups. We provide extended provision with a breakfast club starting at 7.45 am and onsite child care after school up to 6.00 pm. We have high aspirations and ambitions for all our children and we believe that every child should be given the same opportunities to succeed both socially and academically.

Strategy for using the funding

We are dedicated to increasing the rate of progress and overall achievement for targeted children through four key areas:

- Focus on learning in the curriculum – strategies that support pupils to learn more effectively
- Focus on social, emotional and behavioural needs – strategies that remove social and emotional barriers to learning; develop pupils' well-being and self-esteem so that they learn more effectively in the classroom; empower pupils with the strategies they need to be successful
- Focus on enrichment beyond the curriculum – strategies that enhance the opportunities for disadvantaged pupils; widen pupils experiences; offer opportunities for leadership and success; develop life-long learning skills
- Focus on families – strategies to enhance parental relationships in order to better support pupils; develop parenting skills; give parents better skills to support their children's learning and development.

Measuring the Impact of PPG spending:

We regularly measure the impact or effect of our Pupil Premium strategies and initiatives using a range of methods including:

- analysis of achievement data (pupil progress and the standards they attain) to see if we are successfully closing any gaps;
- specifically tracking their progress in the intervention programmes they are on, and other support they and their families receive, to see if they are working using our whole school provision map and pupil progress meetings, leading to an in-depth discussion and guidance from the Headship Team, SENCO and team leaders on how best to help each individual pupil as well as groups of pupils;
- observation of in-class support, intervention programmes and other provision, such as Forest School, to ensure they are being delivered well and are targeted on the children who will benefit most from them to maximise their effectiveness and impact;
- directly comparing the quality of work and progress in their books to that of the other children in the class;
- feedback from internal nurture provision staff as to the progress pupils are making socially and emotionally;
- analysis of other relevant key indicators such as attendance, punctuality, behaviour;

We use this information to decide which strategies are working well, which can be expanded and developed further. The impact of any intervention is analysed on a termly basis as assessment data is gathered and support is adjusted accordingly. If an approach is having little effect it may need to be targeted on different children, improved, or abandoned and replaced with something better. We always aim to ensure that approaches provide the best value for money and are selected for their greatest impact on pupils' development.

Our Objectives in spending the Pupil Premium Grant:

- To remove barriers to learning.
- To accelerate pupil progress and raise attainment
- To support social and emotional development that enables children to learn.
- To broaden experiences and widen opportunities for children.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support
- Additional teaching and learning opportunities provided through trained ETA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary compared to their peers which affects their quality of writing. Ability to learn new concepts for some pupils. Relationships with peers.
2	A lack of engagement from Pupil Premium students in all lessons which in turn results in limited progress being made.
3	Low self-esteem and motivation. Lack of understanding of the importance of education.
4	Barriers pertaining to individual students such as behaviour, equipment, enrichment opportunities, mental health / emotional support, lack of access to additional support at home that may be available to others.
5	Low aspiration amongst pupil premium children is preventing them from setting ambitious goals.

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 that high quality teaching continues to take place so that children meet age related expectations.	The percentage of children achieving the expected standard will be in line with or higher than the national average in reading, writing and maths.
To close the gap between Pupil Premium children reaching the expected standard by the end of key stage 2 and that of national standards.	For the percentage of Pupil Premium children achieving the expected standard in reading, writing and maths to be 64%.
Develop the range of real-life experiences in the wider community; these will be embedded in a broad curriculum to further develop knowledge and understanding.	All pupil premium children will have the opportunity to take part in all extra-curricular activities that are available to them as well as the option to attend at least one other event.

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: £69,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure the 6 principles to support teaching and learning are embedded so that the highest quality teaching can be provided every day for all pupils. <i>The 6 principles are:</i> 1. Challenge 2. Explanation 3. Modelling 4. Practice 5. Feedback 6. Questioning	Research conducted by the Education Endowment Foundation clearly indicates that <i>“great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i> The schools monitoring system allows us to ensure that high quality teaching is present throughout the school. Positive outcomes are clearly linked to quality first teaching.	1 2
The current assessment system (Both online and paper versions) will be continually reviewed and modified so that data can be used to inform teaching and learning.	Robust reliable data will support planning. All decision making needs to be underpinned by reliable data. The online platform allows for a more accurate data analysis of the core subjects so that trends can be quickly identified and appropriate plans put into place. The paper version, used to assess the progress in foundation subjects, will ensure the highest possible teaching standards are maintained in all subjects and allows for issues to be addressed quickly.	1 2

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

Budgeted cost £14,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
To close the gap between those children working below year group expectations and their peers by providing regular interventions to those children who will benefit from additional support.	Research conducted by the EEF has identified that small group interventions will further improve pupil confidence and attainment/progress. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	4 5
To ensure PP children have accessibility to a wide range of opportunities that they may not ordinarily have access to (i.e sports clubs, cultural enhancement activities)	Research indicates that children from disadvantaged families may not have access to the same opportunities as those available to the main student body.	3 5

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

Budgeted cost: £7321

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support emotional wellbeing and mental health of pupils Harlyn have a Mental Health Lead. The school employs a member of staff as a play therapist who supports pupil well-being through play allowing them to express their emotions freely and encouraging them to talk. Staff have undertaken training delivered by Young Minds so that they have a better understanding of how to support the emotional needs of the children.	Evidence from Place2Be and Young Minds clearly underlines the importance of catering for pupil's emotional well-being. The EEF states that "Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways."	3 4
<i>So that a safe and structured environment is provided</i> to support pupils, pre and post school clubs are offered via breakfast clubs, homework club and after school sports clubs.	Research undertaken by the school has found that many children, not just PP need a place to work that may not be available at home.	3 4

Total budgeted cost: £91,275.00

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.

Aim	Outcome
To ensure that high quality teaching continues to take place so that children meet age related expectations.	Achieved The school's monitoring processes show that all children benefit from high quality teaching.
To close the gap between Pupil Premium children reaching the expected standard by the end of key stage 2 and that of national standards.	Achieved End of Key Stage 2 data from 2024 shows that children continue to make progress from their starting points. Internal End of Key Stage 1 data from 2020.
Develop the range of real-life experiences in the wider community; these will be embedded in a broad curriculum to further develop knowledge and understanding.	Achieved Real-life experiences and extra-curricular activities have continued to be offered to all children

Reading Data

	% working at or above the expected standard	% of Pupil Premium working at or above the expected standard	National Pupil Premium
End of KS1	68% (internal teacher assessment)	44% (internal teacher assessment)	None published due to Covid lockdown
End of KS2	85%	60%	62%

Writing Data

	% working at or above the expected standard	% of Pupil Premium working at or above the expected standard	National Pupil Premium
End of KS1	65% (internal teacher assessment)	44% (internal teacher assessment)	None published due to Covid lockdown
End of KS2	72%	50%	58%

Maths Data

	% working at or above the expected standard	% of Pupil Premium working at or above the expected standard	National Pupil Premium
End of KS1	79% (internal teacher assessment)	67% (internal teacher assessment)	None published due to Covid lockdown
End of KS2	80%	70%	59%

During 2023/2024, the school's Play Therapist continued to work with children across all year groups. Cases related to separation, anxiety and bereavement have increased over the last few years. This programme has been key in supporting those affected.

Externally provided programmes

Below is a list of non-DfE programmes that have been purchased in the previous academic year.

Programme	Provider
Doodle Maths And Doodle Tables	EZ Education
Doodle English And Doodle Spell	EZ Education
Complete Primary Package	Testbase
Last Year	White Rose Education Services
Junior Language Link	Speechlink
Infant Language Link	Speechlink
Speechlink	Speechlink
Twinkl	Twinkl
Rapid Read	Pearson Education
Musical Subscription	Charanga
Membership	Sing Up
Writing And Comprehension Activities	Jelly And Bean
Behaviour Support Team	THS Skills Hub
Purple Mash	Two Simple Software
Coding	Discovery Education
Education Psychology Service	EPS LBH