

Pupil premium strategy statement – Hareside Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	19.9% (74 ppls)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24-25 25-26 26-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jacqueline Mowat, Headteacher
Pupil premium lead	Sally Purvis Deputy Headteacher
Governor / Trustee lead	Susan Daly, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,520

Part A: Pupil premium strategy plan

Statement of intent

When looking at how to use the pupil premium funding available, we deem it essential to carefully consider the context of our school, pupil's needs and the challenges they may face. Research conducted by the Education Endowment Foundation (EEF) identified common barriers to learning for disadvantaged pupils as being: less support for learning in the home, weaker language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations which prevent children from flourishing.

At Hareside, we recognise that a 'one size fits all' approach would not best serve the disadvantaged children in our care. As such, we strive to develop a nurturing and aspirational learning environment that is responsive to the needs of all learners as well as an outstanding support package for all disadvantaged pupils regardless of prior attainment or current performance. We strive for a 'levelling of the playing field' for disadvantaged pupils so they have the same opportunities, experience, support and aspirations as their counterparts.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We recognise that for us to achieve equal attainment outcomes for our disadvantaged pupils they will need to make accelerated progress. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In order to achieve this, our focus will be in the following areas:

- A continual focus upon quality-first teaching and learning to ensure that children achieve fully in their learning.
- The use of targeted academic support to ensure that, where misconceptions or gaps in understanding exist, precise support enables disadvantaged learners to achieve in line with national expectations.
- Actively engaging the wider school community to identify and overcome barriers to learning which may exist. Where this is found to be the case, we employ focussed interventions to ensure social and emotional barriers to learning are addressed and all disadvantaged learners are able to fully and actively engage in their learning.
- A focus upon equality of experience for our disadvantaged pupils, achieved by equitable approaches, enabling them to engage in the same opportunities as their peers (with particular reference to school trips, internet access, residential trips and access to a broad and balanced curriculum supported by specialist teachers)
- Attendance monitoring to ensure that our most vulnerable are engaged and attending school ensuring they have every possible opportunity to excel in their learning.
- Support our most vulnerable families, through a targeted focus from our DSL, to diminish barriers to education and build positive relationships.
- Participation in the RADY programme and permeate it through our whole school – our 'golden thread.'

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Attendance. For various reasons such as higher frequency of poor health, misunderstanding of the importance and impact of 100% attendance on outcomes, and challenging work patterns for parents/carers we have noticed that our disadvantaged pupils continue to attend less often than their non-disadvantaged peers.
2	Working in partnership with parents. We know that for some of our families the other challenges they face, such as anxieties about finances, work and childcare can prevent them being able to work in partnership with us as effectively as families without these additional worries.
3	Attainment. Review of internal data at our school shows that on average our disadvantaged pupils are behind their non disadvantaged peers from the first assessments. Our data also shows that disadvantaged pupils are not yet making enough accelerated progress to catch up with their peers, particularly at greater depth. From research we know that living in a financially challenging situation can impact on lived experiences of our pupils which in turn affect how pupils access our curriculum.
4	Wider opportunities and resources. We recognise that financial restraints impact on what a parent can do to support their child in accessing additional opportunities. This can be wider than simply monetary costs and can also be an issue of time and/or lack of understanding of the importance of such opportunities. Limited or no access has a knock-on impact on the breadth of cultural capital our pupils have and (as outlined above) their ability to engage with the curriculum.
5	Self esteem, confidence and goals. Through our own internal monitoring and information, we have noted that our disadvantaged pupils are likely to have lower self-esteem and confidence linked to underdeveloped oral language skills and limited vocabulary. They are less likely to have wide-ranging aspirations. This can be for a range of reasons including lack of exposure to strong oracy outside of school, little time speaking to adults outside of school, little knowledge of different careers in the household and learned helplessness.

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 achieve and sustain improved attendance for our disadvantaged pupils.	Reduce absence by 2% to bring in line with national data points
Improve our partnership working with target parents so they no longer find us hard to reach.	Achieve 70% attendance at parents evenings, workshops, information events etc

	etc .. engagement in what it is you're offering to parents.
Improve outcomes in reading, writing and particularly in mathematics and greater depth for all disadvantaged pupils regardless of their starting points.	Retain or improve average SAT score at 103 for disadvantaged children Improve percentage of disadvantaged children achieving greater depth by 5%
Improve the participation of our disadvantaged pupils in all aspects of school life, including wider opportunities.	Engage 100% of DA pupils with at least one extra curricular activity annually and aiming to engage 80%+ in one per term
Develop the oral language skills and vocabulary of our disadvantaged pupils	Using internal support systems such as Reading Plus evidence the improvement of all disadvantaged pupils
Widen the aspirations of our disadvantaged pupils by developing their knowledge of careers in the local and regional areas.	Support 100% of disadvantaged pupils to access careers information and aspiration through a school time careers event, links with local businesses and use of governor skills / links

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
See SDP 'Quality of Education'. Focus on professional development based around EEF "Approaches and practices to support self-regulation and executive function" to ensure adults in our school have the required skills to support children from the earliest age to develop these skills.	The EEF guidance is based on tried and tested approaches to developing self-regulation and executive function.	1, 3, 5

<p>See SDP 'Quality of Education' Training our staff to intentionally act to develop our pupil's understanding of language and their ability and confidence to use language and communicate effectively. Draw on EEF research for this training and ensure staff understand that some pupils will need more support (equity in our approaches)</p>	<p>According to the EEF Teaching and Learning Toolkit, there is reasonably strong evidence of impact of up to 7 months accelerated progress.</p>	<p>1, 3, 5</p>
<p>See SDP 'reviewed curriculum content to be secured...focus on clear expectations'. Subject leaders trained by PP lead on cultural capital and asset framing to ensure that reviewed curriculum content will support DA learners to make accelerated progress, will enable them to access the curriculum and will help develop their sense of belonging. The reviewed curriculum will also incorporate age-appropriate, local and meaningful career discussions.</p>	<p>The SecEd article 'crafting your curriculum with poverty in mind' (Sean Harris, 2021, https://www.sec-ed.co.uk/content/best-practice/crafting-your-curriculum-with-poverty-in-mind/) outlines the importance of both a curriculum that addresses the matter of poverty AND one that takes into account the voice and experiences of DA learners if we are to close the attainment gap. The EPI paper from 2018* outlines the need to help disadvantaged learners in particular to develop the sense of control they have over their ability to affect outcomes at school by age 10; and that this can impact on aspirations and duration of education career. * Key drivers of the disadvantage gap Literature Review. https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p>	<p>All</p>
<p>See SDP 'Maths' section on lesson structure, sequencing and content adaptations. The training and delivery of (e.g.) daily practice, low stakes testing, interventions to keep up will focus on impact on our DA pupils, why they might need extra and how we can best help them fulfil their untapped potential.</p>	<p>A study* carried out across 125 schools (Year 5, England) showed that children had fewer opportunities to practise problem solving or demonstrate subject knowledge. We will therefore be checking that this is not the case in our classrooms at Hareside. * UCL Institute of Education (2006) <i>Effective Pre-School and Primary Education 3-11 Project (EPPE 3-11): Variations in Teacher and Pupil Behaviours in Year 5 Classes</i>. London: Sammons et al.</p>	<p>1, 3, 5</p>
<p>See SDP 'Parent engagement golden thread'. Our staff will be trained using videos and</p>	<p>Teachers and schools involving parents in supporting their children's academic learning is reported on the EEF toolkit as</p>	<p>ALL</p>

<p>activities from “Thinking Differently for Disadvantaged Learners” to help develop their knowledge of (for example) what makes schools hard to reach for some and learned helplessness. In addition, as outlined in the SDP, we are committed to improving our communications with parents on all aspects of our curriculum and teaching and learning.</p>	<p>having strong evidence of +4 months accelerated progress.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 34,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First Teaching for intervention to support language, literacy and numeracy. Use of HLTA to support whole class teaching and offer wider opportunities for teacher small group support</i></p>	<p>Employment of teacher to deliver national catch up programme has proven that progress is stronger when quality first teaching is employed. Reducing class sizes in targeted year groups has seen huge impact (particularly in year 5 with a 3-way class split for literacy and numeracy) EEF High Quality one to one and small group tuition</p>	<p>3,5</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Speech and Language training for support staff and those offering small group intervention or 1:1 support.</p>	<p>3, 4, 5</p>
<p>Additional phonics sessions and parental workshops targeted at disadvantaged pupils who require further phonics support. This will be delivered in</p>	<p>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: Phonics Toolkit Strand </p>	<p>2, 3, 4, 5</p>

collaboration with our local English hub.	Education Endowment Foundation EEF 4	
Purchase of programme to support Maths and Reading development and analysis of needs (Dreambox Maths and Reading Plus)	Attendance issues have resulted in serious gaps for some children and this programme aids the analysis of these gaps and strategies to support plugging them.	ALL

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

Budgeted cost: £ 21,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, anti-bullying approaches and trauma informed practice with the aim of developing our school ethos and improving behaviour and support for children across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Senior leaders engaged with Educational Welfare officer (monthly meetings) and support collection of children or home visits where it is felt children may be well enough to attend school.	1, 2, 3
Employment of school counsellor 1.5 days per week	Recognising the impact on learning, coping with anxiety and supporting mental health needs of specific pupil premium children throughout school but mainly in key stage 2.	3,5

<p>Residential visits, clubs and specialist provision (eg music lessons)</p> <p>Commitment to standardised set of experiences each child will enjoy during their time at Hareside</p> <p>Improved proportional representation of PP children in roles, responsibilities and clubs</p>	<p>All children receive the same opportunities regardless of circumstances</p> <p>https://www.headteacher-update.com/content/best-practice/the-many-benefits-of-school-trips-and-outdoor-adventure-residentials/</p> <p>All clubs provided in school by school staff will be free, including holiday clubs where funding can be secured (e.g. Christmas break and summer break)</p>	<p>4</p>
<p>Continuation of home library for each disadvantaged child</p>	<p>All children will be given a book a term by key authors and a box to keep them in so they develop their own home library over their time here at Hareside and hopefully with it a love of reading.</p> <p>https://literacytrust.org.uk/news/childrens-reading-enjoyment-at-lowest-level-in-almost-two-decades/</p>	<p>2,3,4,5</p>
<p>Poverty Proofing Audit actions in place and embedded</p>	<p>Audit carried out by Children North East (via North of Tyne funding) and action plan in place to be completed by July 2025</p>	<p>ALL</p>

Total budgeted cost: £ 121,295

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a result of our previous pupil premium strategy (2021-2024) we have seen improving performance from our disadvantaged pupils. This does vary between subjects and key attainment points but overall is consistently improving.

Against national performance in 2023/24 our disadvantaged children performed well overall. They were well above national in GLD (78%) and above national in all core subjects in Year 2 (optional SATs). In Key stage 2 pupil premium children performed above national in Writing and combined (Reading, Writing, Maths), at national for Reading, and slightly below national for Maths. In phonics, we had a cohort specific dip and fell just below national.

Poor attendance continues to be a challenge for our disadvantaged children and many strategies are having little impact. Identification of key families with persistent absenteeism, the application of fines and legal monitoring is beginning to have some impact and will continue to be measured throughout the year with direct comparison to attendance last year at the same time. New attendance analysis is highlighting the high impact on data by school refusers and families who refuse to engage. We are pursuing these through the appropriate channels of support for both the families and school.

The impact of SEND children who are pupil premium is significant and our analyses show that when we remove their data from the overall performance our pupil premium children actually perform beyond their peers (e.g. KS2 SATs Reading 88% expected or above and 50% Greater Depth; Writing as per Reading; Maths 88% expected or above and 13% greater depth). This demonstrates that our pupil premium strategies are working for the majority of our pupil premium children. Of the children who are pupil premium but also have a special educational need, 80% were persistent absentees and families that we tried hard to engage with limited and sporadic success.

Data analysis for the current Year 6 cohort shows a significantly reducing gap in Reading, Writing and Maths and when combined. For Maths, our data shows that last year they achieved better than their peers in Maths (expected or above).

Our assessments and observations indicated that for some children pupil behaviour, wellbeing and mental health continues to be a barrier to learning, in particular low self esteem and anxiety. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and with the employment of a school counsellor, for which pupil premium children are prioritised if necessary.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Reading Plus	Renaissance
Dreambox Maths	Dreambox

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Targeted support for key subjects such as English as an additional language, phonics, number skills and greater depth development. Due to small numbers these children were given bespoke support or interventions.
The impact of that spending on service pupil premium eligible pupils
80% of children attained expected or better (20% greater depth) levels in their year end assessments.

Further information (optional)

Our external poverty proofing audit (Children North East) highlighted the following strengths:

- Cultural capital (opportunities for pupils to develop through trips, clubs and visitors)
- Celebrations (inclusive, sensitive to financial needs of families)
- Pupil Support (pupils know who to speak to, clear communication of support network)
- Rewards (in many different ways to motivate pupils throughout school)
- Trips and residentials (financial support given to families in need)