

## Pupil premium 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   | Hareside Primary                               |
| Number of pupils in school  | 362<br>(Oct 21 census)                         |
| Number of pupil premium eligible pupils   | 81 (Oct 21 census)                             |
| Proportion (%) of pupil premium eligible pupils   | 22.4%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/2023 to<br>2025/2026                      |
| Date this statement was published   | November 2022                                  |
| Date on which it will be reviewed   | July 2023 mid term review (then November 2023) |
| Statement authorised by   | Jacqueline Mowat,<br>Headteacher               |
| Pupil premium lead  | Sally Purvis<br>Deputy Headteacher             |
| Governor / Trustee lead   | Alison Martin, lead for disadvantaged pupils   |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £112,185        |
| Recovery premium funding allocation this academic year                                 | £13,195         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£125,380</b> |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
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## Part A: Pupil premium strategy plan

### Statement of intent

When considering how to use the pupil premium funding available, we consider it to be 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. 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 opportunity for our disadvantaged pupils enabling them to engage in the same opportunities as their peers (with particular reference to school trips, internet access, residentials 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.

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                | <p><b><u>Attendance</u></b></p> <p>Our previous attendance data indicates that attendance among disadvantaged pupils has been between 3.64% - 5.25% lower than for non-disadvantaged pupils.</p> <p>21.74%– 34.3% of disadvantaged pupils have been ‘persistently absent’ compared to 6.02% - 16.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress, however we are narrowing the gap over time. The figures detailed show 2021/22 as the first figure and higher figures are from previous years.</p> <p>The attendance gap between pupil premium children and their peers has narrowed from 5.82% (2020/21) to 3.64% (2021/22). This is encouraging but still requires a drive and support to ensure it continues.</p> |
| 2                | <p><b><u>Parental Engagement and support at home</u></b></p> <p>Feedback from staff and pupils indicates that children from disadvantaged backgrounds generally have less support at home than their peers. From our research, this is due to a number of factors such as lack of parental knowledge/understanding, parental anxiety around what to do with their children, parental priorities are skewed and education is low on the agenda, parental stresses (finances, work, childcare..) take priority over time spent on supporting their child’s education. We recognise that these issues are not only apparent within disadvantaged homes and some homes support their children brilliantly, however, they are prevalent in many and important to address.</p>  |
| 3                | <p><b><u>Self Esteem and confidence</u></b></p> <p>Assessments, observations, and discussions with pupils indicate a lack of confidence and low self-esteem among many disadvantaged pupils. These children do not have the same aspiration or expectations as their peers and this impacts their performance throughout the curriculum hugely.</p>   |
| 4                | <p><b><u>Attainment</u></b></p> <p>Internal and external assessments indicate that attainment in the core subjects among disadvantaged pupils is significantly below that of non-disadvantaged pupils. We have been working hard to narrow the gap and it appears that, despite almost all of our disadvantaged accessing school throughout the pandemic, the impact of Covid has affected our disadvantaged pupils disproportionately. We recognise that fewer of our disadvantaged pupils also attain highly (gain greater depth) in assessments and continue to have this as a priority.</p>   |

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| 5 | <p><b><u>Wider opportunities and resources</u></b></p> <p>Disadvantaged children have a lack of wider experiences beyond school to enrich their world view and provide cultural capital which may present issues in terms of children not being suitably equipped to start their school journey or access content in the curriculum. A deficit in broader experiences can inhibit understanding of vocabulary and broader comprehension of curriculum content. Children do not always have access to a range of high-quality literature which can also inhibit understanding of vocabulary and broader comprehension of the content of the national curriculum. As a school, we fully recognise that without the secure ability to read children's future life chances are limited. We also recognise the importance and value of varied life experiences which not only enhance their view of the world but also develop their confidence, understanding and knowledge with life-long implications.</p> |
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## 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 all pupils, particularly our disadvantaged pupils.           | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul> <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 15% lower than their peers.</p> |
| Effective support for children who face complex needs combinations  | Staff training : bereavement, CPOMS reporting, behaviour (zones of regulation and restorative approaches), ELSA training for key staff.   |
| Improved confidence through the building of oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Pupil voice participation is in line with or above the percentage of disadvantaged within the school.   |
| Improved reading, writing and maths attainment among disadvantaged pupils, including the more able.         | <p>KS2 reading outcomes in 2024/25 will show that more than 70% of disadvantaged pupils met the expected standard. At least 10% of disadvantaged pupils will gain greater depth in core subjects.</p> <p>National Tutor Programme baseline and progress evidence (Reading Plus) will demonstrate impact/higher levels of</p>  |

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|   | <p>progress from year to year commencing in 2022 until 2025. With numbers of greater depth children increasing year on year.</p>  |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● increased participation of disadvantaged students in democratic events such as school council voting demonstrating higher levels of self-esteem and confidence</li> <li>● a love of reading supported by their participation in reading events and home “libraries” funded by school</li> <li>● a significant increase in participation in enrichment activities</li> <li>● increased use of and participation with Tootoot in order to monitor and support their worries, concerns or feelings around friendships (preventing bullying or addressing it where necessary)</li> </ul> |

## 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: **£63,700**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Quality First Teaching is a priority  | Support is distributed across all year groups to ensure and facilitate opportunities to provide quality first teaching in all lessons, particularly for our disadvantaged learners. This approach will be subtle ensuring no stigma or feeling of being less than others in terms of performance or ability.   | 4,3                           |
| Aspirational targeting and support  | All disadvantaged pupils targets will be monitored and challenged by senior leadership based on previous attainment and consideration of ability, background barriers and historic challenges. A “can do” approach will be taken to ensure all disadvantaged are targeted to meet age related expectations or more, regardless of previous performance unless specific barriers to progress are identified. Support will be prioritised to ensure these children make the best progress and highest attainment possible. | 4,3                           |
| Recruitment and retention of high quality support staff                                     | We currently find ourselves challenged with recruiting and retaining high quality support staff. We will allocate funding to support the internal development of staff each year to address this and work hard to reduce stress and workload, making our school an attractive and enjoyable workplace  | 4                             |
| Purchase of standardised diagnostic assessments (NFER, Accelerated Reader and Reading Plus) | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct  | 3 , 4                         |

|  |   |      |
|--|---|------|
| Training for staff to ensure assessments are interpreted and administered correctly.   | additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>   |      |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.<br><br>We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 3    |
| Development of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Read Write Inc) to secure stronger phonics teaching for all pupils. This will be supported in Key Stage 2 with the purchase of Fresh Start (Read Write Inc)   | Training to be secured and disseminated amongst all staff in Read Write inc for a school wide approach to phonics and spelling. 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:<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 4    |
| Improve the quality of social and emotional (SEL) learning.<br><br>SEL approaches will be embedded into routine educational practice and supported by professional development and training for staff.<br><br>Hop In - Specialist provision          | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br><br><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  | 3,5  |
| Technology and other resources focused on supporting high quality teaching and learning.   | Improvement of IT access both in and out of school. Provision of laptops and dongles to support home learning.  | 5, 2 |

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



Budgeted cost: **£31,345**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>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</p>   | <p>Employment of teacher to deliver national catch up programme has proven that progress is stronger when quality first teaching is employed.</p> <p>Reducing class sizes in targeted year groups has seen huge impact (particularly in year 6 with a 3-way class split for literacy and numeracy)</p> <p><a href="#">EEF High Quality one to one and small group tuition</a></p>      | <p>4,3</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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | <p>3, 4, 5</p>                |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                 | <p>4</p>                      |
| <p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>5</p>                      |

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

Budgeted cost: **£30,335**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.  | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 3                             |
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.<br><br>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.<br><br>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. | 1,2,3,4                       |
| Residential visits, clubs and specialist provision  | All children receive the same opportunities regardless of circumstances<br><br><a href="#">5 ways that school trips can benefit children</a>   | 3                             |
| Extra curricular activities development and free offer  | 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)  | 5,2                           |
| School uniform support  | Change to school uniform removing the need for PE kit and reducing the costs (e.g. introduction of joggers / trainers)<br><br>Pre loved free event for parents to come and get free uniform in a remote discrete location  | 2,3                           |

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|--|--|---------|
|  | Dontations of clothes for special events (eg xmas jumpers) with discrete pick up opportunities   |         |
| Development of home library for each disadvantaged child | 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. | 2, 4, 5 |
| Contingency fund for acute issues.                       | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.     | All     |

**Total budgeted cost: £125,380**

## 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 2022 academic year.

Internal assessments indicate that our pupil premium children performed well in comparison to pre-covid years (For example: in Y6  
Reading 80% at expected or above and 5% greater depth  
Writing 70% at expected or above and 5% greater depth  
Maths 60% at expected or above)

Poor attendance continues to be a challenge for our disadvantaged children and most strategies have had 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.

Attendance in 2020/21 for Pupil Premium was 2.17% lower than in the preceding 2 years at 91.54% and in 2021/22 dropped to 88.58%. Covid and linked illnesses appear frequently in reasons for absence this year and we have worked closely with Educational Welfare to combat this. Gaps between Pupil Premium children and Non-Pupil Premium still exist and we are continually targeting our disadvantaged children who show potential to be greater depth.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continues to be a barrier to learning, in particular low self esteem and anxiety. The impact of these was particularly acute for disadvantaged pupils. We 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.

### Externally provided programmes

| Programme          | Provider           |
|--------------------|--------------------|
| Reading Plus       | Reading Plus       |
| Kalmer Counselling | Kalmer Counselling |

## Service pupil premium funding

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Additional support for service children targeted improving their outcomes as they were meeting age related expectations. |
| What was the impact of that spending on service pupil premium eligible pupils? | Improved engagement and secure performance in Nursery year, providing readiness for Reception.                           |

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a new senior mental health lead as our previous one has changed roles](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wider range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as first aid, confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Participation will be monitored.
- Improving the progress drive for our final year students by employing an additional teacher from Spring to Summer in order to ensure higher teacher to pupil ratios and to target a specific group who are borderline for achieving achieve age related expectations in the hope it not only boost their performance in SATs but also ensures readiness for secondary education.
- Participation in North of Tyne initiatives particularly focusing on Greater Depth Pupil Premium children, driving their performance and developing support from home

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have undertaken a pupil premium review with the new Local Authority Lead.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also referred to the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours to compare our performance.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have engaged in training for the EFFECTIVE Use of TAs which will ensure high quality and effective support for our pupil premium children throughout school.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.