

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	Hargrave Park School
Number of pupils in school	372 337
Proportion (%) of pupil premium eligible pupils	55% 45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 to 23/24
Date this statement was published	7 th December 2021
Date on which it was reviewed	9th November 2023
Statement authorised by	Lisa Horton
Pupil premium lead	Charlie Baverstock
Governor lead	Janet Burgess

Funding overview

Detail – 2021 2022	Amount
Pupil premium funding allocation this academic year	£197,715
Recovery premium funding allocation this academic year	£ 21,460
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	£220,175
Detail – 2022 2023	Amount
Pupil premium funding allocation this academic year	£217,750

Recovery premium funding allocation this academic year	21,750
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	£240,225
Detail – 2023 2024	Amount
Pupil premium funding allocation this academic year	£222,550
Recovery premium funding allocation this academic year	£ 21,750
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	£244,300

Part A: Pupil premium strategy plan

Statement of intent

We want our children to make accelerated progress so that they leave primary school with a strong 'tool-kit' of skills which ensures their success in secondary school and beyond. This 'tool-kit' is in regard to their achievement in core subjects and the wider curriculum, as well as their personal resilience and sense of self. Our PP numbers are high. Our school and wider community face many social and economic challenges. Islington has the 4th highest child poverty figures in the country. The average PP figure for cohorts leaving our Year 6 is over 75%. High mobility is also a key feature of the school – currently 30%, which is significantly higher than average.

Our Pupil Premium strategy aims are centred in ensuring quality first teaching through consistent and well embedded whole school systems and routines; a rich curriculum with a priority on Personal Social and Emotional Development and which broadens pupils' cultural capital; oracy and vocabulary development from relatively low starting points; good levels of attendance and punctuality and support for pupils who experience high mobility.

Our PP strategy plan prioritises pastoral provision across an extended day offer; targeted interventions for children demonstrating challenges around their behaviour and/or wellbeing; targeted tutoring which supports accelerated progress.

The school can demonstrate very good impact of the use of pupil premium funding through analysis of statutory data at EYFS, KS1 and KS2.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate low oral language skills and vocabulary gaps among many disadvantaged pupils. This is across all year groups.
2	Assessments suggest that disadvantaged pupils have greater difficulties with phonics and early reading skills than their peers. This impact negatively on their development as readers.
3	Assessment data from Spring 2021 indicates that the education and wellbeing of many of our disadvantaged pupils have been impacted. It has been acknowledged widely that the impact of the pandemic on disadvantaged families has been disproportionate compared to families not in disadvantage.

	Our tracking shows that many children in disadvantage did not engage effectively with remote learning and therefore are not achieving at their expected levels. This is most evident in maths outcomes at KS2.
4	Our attendance data and persistent absentee figures are challenging and have worsened since the pandemic. Absenteeism is negatively impacting disadvantaged pupils' progress.
5	The school has a high case load of Early Help and Children Social Care involvement. Many of these are children and families in disadvantage.
6	Many of our pupils in disadvantage have little wider cultural experience despite living in the capital.

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
Improved oral language and vocabulary among disadvantaged pupils	Improved oral language and vocabulary is evident in work scrutiny, lesson observations and interactions between pupil and pupils and pupils and staff.
Improved phonics attainment among disadvantage pupils	Tracking and assessment demonstrate no gap between attainment for disadvantaged pupils and their peers in KS1 and LK2 where appropriate.
Improved reading and maths attainment among disadvantaged pupils at the end of KS2	Minimal or no gap between attainment in Reading and Maths for disadvantaged pupils compared to non-disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained improved attendance and numbers of persistent absentees can be demonstrated with a reduced gap between disadvantaged pupils and non-disadvantaged pupils.
To maintain a high quality of pastoral provision across the school	High standards in behaviour and attitudes, as well as personal development. Behaviour management is effective and strongly rooted in trauma informed practice. Pupil, staff and parent feedback reflects high levels of wellbeing.
All pupils, many of whom are pupils in disadvantage will experience a rich curriculum offer which develops their cultural capital.	Planning, work scrutiny and displays reflect a rich curriculum offer. High uptake of enrichment activity which is a central feature to children's learning experience and the curriculum offer.

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: £ 95,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training to ensure that assessments are administered and interpreted correctly	Standardised and diagnostic tests such as NFER and Benchmark for Reading give insights into strengths and areas for development for individual pupils. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2 3
Enhanced adult: pupil ratio in Reception cohort. 45 children in 2 classes both with a class teacher and an experienced EYE.	Our data has demonstrated strong impact over the last 3 years (up to 2019) in closing the gap between PP children and non PP children.	1 2 3
Early Years Speech and Language Therapist – 1 day per week	Oral language interventions have strong evidence of impact on language and oracy development. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Purchase of validated systematic synthetic phonics programme	Strong evidence base for the impact of a robust synthetic phonics approach, in particular for pupils in disadvantage. Phonics Toolkit Strand Education Endowment Foundation EEF	2 3
Staff training to support the full offer of Philosophy for children (P4C) as part of pupils' core offer	Improvements in oracy and sense of self and general wellbeing are noted in numerous longitudinal studies; in particular the impact on students with low oracy and reading skills. http://etheses.dur.ac.uk/13121/	1 4 5
Enhanced maths teaching and curriculum planning in line with EfE and EEF guidance	The DfE non statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted school led tutoring in Yr 6 in Maths and Reading	Individual targeted tuition targeted at identified knowledge gaps can be an effective method to support children to make accelerated progress. One to one tuition EEF (educationendowmentfoundation.org.uk)	3
Additional phonics interventions targeted at disadvantaged pupils who require extra support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	2
School led tutoring across KS1 and KS2	Individual targeted tuition targeted at identified knowledge gaps can be an effective method to support children to make accelerated progress. One to one tuition EEF (educationendowmentfoundation.org.uk)	1 2 3

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on trauma informed practice	Good evidence that staff become more attuned to pupils and curious about behaviour; improvements in staff: pupil interactions; improved regulation and ability of staff to self-regulate and respond to situations empathetically; pupils ability to reflect on their emotions and become better able to self-regulate. https://www.islingtoncs.org/itips	4 5

Fully staffed, well trained Pastoral Care Team to support wellbeing of targeted pupils and the behaviour and personal development across the school	Targeted and universal approaches can have positive overall effects. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4 5
Universal free breakfast programme	Case studies have demonstrated the positive impact our breakfast club has provided in ensuring good punctuality and attendance and a positive start to the day, ready for learning.	4
Subsidised enrichment activity, including residential visit for Yr 6 pupils; theatre trips, museum visits and trip to the seaside. T	Broadening cultural capital and providing enrichment is acknowledged by the EEF as having intrinsic benefits. 'We think all children, including those from disadvantaged backgrounds deserve a well-rounded, culturally rich education.' EEF Life skills and Enrichment. It is also noted in the Sutton Trust Tool Kit as supporting progress.	6

Total budgeted cost: £ 220,500

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 2022 to 2023 academic year.

Our strategy for 21/22 to 23/24 builds on an approach that we are confident has impact in our school community. In particular this was noted in our recent Ofsted inspection in May 2023, where the school received an Outstanding judgement in Personal Development. The inspection report noted that provision to support pupils' broader development is exceptional. They noted the many enrichment opportunities provided by the school with no cost barriers to families, ensuring that all pupils could take part. Inspectors also noted that 'the pastoral care team know pupils well and help to ensure that they get the support they need.

The report noted that 'pupils enjoy strong working relationships between their peers' and staff and that the school 'delivered an ambitious curriculum which is broad and well-structured'.

Outcomes across the school for 2023 were good; broadly at least in line or above local and national levels. Progress measures between KS1 and KS2 were all positive.

EYFS AND YEAR 1 2023						
Criteria & National	No.	Well Below	Below	Broadly National	Above	Well Above
EYFS – GLD (67%)	42	Below 50%	50% - 62%	64%	72% - 84%	85%+
Phonics Yr 1 (80%)		Below 62%	62% -75%	83%	85% - 94%	95%+

YEAR 2 2023 ATTAINMENT: EXPECTED						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Percentage Meeting Expected Standard 68% Indicative National						
READING	33	Below 50%	50% -63%	72%	73% - 84%	85%+
WRITING - Percentage Meeting Expected Standard 59% Indicative National						
WRITING	33	Below 40%	40% - 54%	55% - 63%	69%	75%+
MATHEMATICS - Percentage Meeting Expected Standard 70% Indicative National						
MATHEMATICS	33	Below 50%	50% - 63%	72%	75% - 85%	86% +
COMBINED: Reading, Writing and Mathematics: 55% Indicative National						
COMBINED RWM	33	Below 35%	35% - 50%	51% -59%	66%	71%+

YEAR 2 2023 ATTAINMENT: GREATER DEPTH (GDS)						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above

READING - Greater Depth/High Standard: 18% Indicative National						
READING	33	Below 5%	5% - 14%	15%-22%	31%	35%+
WRITING - Greater Depth/High Standard: 8% Indicative National						
WRITING	33	0%	1% - 5%	6% - 10%	19%	21%+
MATHEMATICS - Greater Depth/High Standard: 16% Indicative National						
MATHEMATICS	33	Below 4%	4% -11%	13% - 19%	20% - 29%	31%
COMBINED: Reading, Writing and Mathematics: 6% Indicative National						
COMBINED	33	0%	1% - 3%	4% - 8%	9% - 15%	19%

YEAR 6 ATTAINMENT SUMMER 2023: EXPECTED						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Percentage Meeting Expected National Standard 73% National						
READING	44	Below 60%	60% – 68%	69% - 77%	84%	90%+
WRITING - Percentage Meeting Expected National Standard 71% National						
WRITING	44	Below 55%	55% - 66%	67% - 75%	80%	87% +
MATHEMATICS - Percentage Meeting Expected National Standard 73% National						
MATHEMATICS	44	Below 53%	53% - 64%	65% - 77%	82%	89%+
GPS - Percentage Meeting Expected National Standard 72% National						
GPS	44	Below 56%	56% - 67%	73%	77% – 87%	88%+
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 59% National						
COMBINED	44	Below 44%	44% - 54%	55% - 63%	70%	75%+

YEAR 6 ATTAINMENT: GREATER DEPTH 2022 (GDS)						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Greater Depth/High Standard: 28% National						
READING	44	Below 10%	10% - 23%	32%	33% - 44%	45%+
WRITING - Greater Depth/High Standard: 13% National						
WRITING	44	0%	1% - 9%	10% -16%	23%	30%+
MATHEMATICS - Greater Depth/High Standard: 22% National						
MATHEMATICS	44	Below 5%	6% - 17%	23%	27% - 39%	40%+
GPS - Greater Depth/High Standard: 28% National						
GPS	44	Below 10%	16%	24% - 32%	33% - 44%	45%+
COMBINED - Greater Depth/High Standard: 7% National						
COMBINED	44	0%	1% - 4%	5% - 9%	11%	20%+

KS1 – KS2 PROGRESS	READING				WRITING				MATHEMATICS			
	2018	2019	2022	2023	2018	2019	2022	2023	2018	2019	2022	2023
	+4.57	+2.85	0.90	+2.0	+2.94	+1.24	2.80	+1.8	+3.86	+3.64	-1.6	+2.0