

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Harper Bell Seventh-day Adventist School.
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22 and 2022/23
Date this statement was published	1/12/2021
Date on which it will be reviewed	1/7/2022
Statement authorised by	Nigel Oram
Pupil premium lead	Nigel Oram
Governor / Trustee lead	Alan Beale

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£12, 680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Recovery: £ 6800
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 124,315

# Part A: Pupil premium strategy plan

## Statement of intent

### Context

#### Statement of Intent

At Harper Bell Seventh day Adventist School, we are intentional in how we educate and nurture our children and families. This is encapsulated in our school values of LOVE, LEARNING & LAUGHTER. We aim to ensure that every child leaves Harper Bell having received an excellent education and having achieved the highest attainment possible. That each child's personality, is shaped by moral principles underpinned by the Christian dispositions that are the corner stone of our school. Finally, that each child is ambitious, respectful, and confident and able to lead a purposeful life. This is summarised by our school vision:

*For all pupils to fulfil their God-given talents and to aspire to achieve a university education.*

We aim to enact this vision through creating a school environment where teachers and teaching staff consistently deliver effective teaching. Where every staff member is a corporate parent, ensuring the safety, care and inclusion of each child. Our ambitious, broad and balanced curriculum provides the foundations for children to engage thoughtfully, with the aim of developing Knowledgeable, resilient, aspirational learners, equipped with a growth mind set, to thrive in modern Britain.

At Harper Bell, we are intentional and committed in meeting the academic, emotional, social and financial needs of our disadvantaged pupils. The targeted and strategic use of pupil premium and recovery premium funding will support us in achieving our vision. For disadvantaged pupils the challenges faced in achieving these aims are greater. The school's strategy is underpinned by evidence taken from organisations such as the Education Endowment Foundation. The pupil premium strategy is designed around a four-step cycle to ensure effectiveness and sustainability.

Our staff lead by the senior leadership team, are diagnostic in identifying the needs of all children including those from disadvantaged background. We use pupil assessment data to analyse progress and attainment, identifying specific gaps in learning. The school's pastoral team constantly assess the wellbeing and pastoral needs of pupils, supporting through mentoring and the use of external interventions where required. The school's rigorous focus on attendance further identifies those families where targeted support and intervention are needed to ensure a culture of good attendance and accountability. These multiple sources of data are key to our strategy.

We are clear that all pupils, but especially those from disadvantaged backgrounds require the very best teaching and teachers. At the centre of the pupil premium strategy, is a focus on the continual development of staff's knowledge of effective pedagogy, and curriculum subject knowledge. Our strategy will also engage in national initiatives including the National Tutoring Programme, further ensuring that all pupils receive high quality support to drive learning forward from individual pupils starting points.

## Challenges

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

Challenge number	Detail of challenge
1	45% of year 2 and 50% year 1 require additional support in their learning, particularly in phonics, reading and maths. Pupils in year 6 have fallen further behind due to national lockdowns and there are significant gaps within their knowledge of the core curriculum. Currently 52% are working at ARE.
2	ECT or RQT teachers, whose professional development was impacted significantly by the pandemic, require support in order to develop their practice. Currently, 42% of teaching staff are either in their first, second or third year of their teaching career.
3	The number of children who face barriers to learning is increasing. Demand for mentoring is high. A greater number of families are facing financial hardship and have dealt with extremely difficult personal, emotional challenges. Parents are increasingly reliant on school for high levels of pastoral support.
4	Attendance has been inconsistent post-lockdown and requires consistent and rigorous monitoring and targeted interventions to improve levels against national average.

## 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
Improve outcomes against ARE in all year groups in Reading, Writing and Maths and specifically Yr 6 & Yr 2	Increased ARE compared to 20/21
All pupils to make rapid progress in their phonetical knowledge.	100% year to achieve phonics screening check stand. 80% to achieve phonics screening check standard in Year1
Narrow the gap between disadvantaged and other pupils in KS1 and KS2 outcomes	5% decrease in the gap
Narrow the gap between disadvantaged pupils and other pupils in Y1 phonics and Y2 retakes	Gap is narrowed
Improve attendance for disadvantaged pupils across school so that it is in line with national for all pupils 96%	Attendance at National Average

## 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: £47,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all staff with a coach so that expert teachers can be developed.	Embedding the pedagogical research and teachings linked to Rosenshein's Principles of Instructional.	1, 2
Staff to receive 1:1 support during PPA/ECT time in order to develop their pedagogical understanding and skills.	The quality of our teaching practice is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015). Its effectiveness can unlock both the personal and academic potential of all our student. EEF state that 'professional development, training and support for ECT should be a top priority for pupil premium spending'	1, 2
All staff to receive coaching each half-term focused on a succinct development goal.		1, 2
Develop a comprehensive CPD programme to develop staff knowledge in the five-part model, Rosenshein's Principles of Instruction, and other key pedagogical work.		1, 2
To provide training to SLT through engagement in the NPQLTD Via Ark Teaching School Hub & Ambition	Teachers can specialise in leading teaching (bringing evidence-based teaching and learning into the classroom), behaviour management or teacher development in their school. (Ambition)	1, 2
Early career teachers to receive a comprehensive CPD package through Ark Teaching Hub training programme.	The Early Career Teacher (ECT) Programme is a comprehensive training portfolio to support all early career teachers from newly qualified to the fifth year of teaching. It builds on from Initial Teacher Training and provides developmental opportunities for ECTs to continually improve classroom practice through a blend of face-to-face training, which can be attended in person or virtually, reading, reflection, action research and observing learning and teaching. The programme is informed by national and international research and innovative local practice to enable ECTs to show real impact in improving outcomes for young people.	1, 2

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

Budgeted cost: £69,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redeployment and additionality of high-quality teachers and teaching assistant. Phase leader to teach in year 2. Leader for Phonics to provide targeted intervention. AHT to teach targeted year 6 group. Experience TA to deliver reading intervention in afternoon sessions	EEF state that, 'evidence consistently shows the positive impact that targeted academic support can have. such as linking structured small group interventions to curriculum.	1,
Purchase a DFE accredited phonics scheme alongside phonetical decodable reading books	EEF Teaching and Learning Toolkit states, "Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress."	1,
All pupils to receive small group tutoring through the National tutoring programme	One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. (EEF)	1
Teaching assistants to be deployed based on data to address gaps in learning using interventions programmes to include Direct Phonics, Precision Teaching and the Catch programme.	The EEF and John Hattie all cite evidence that small group interventions with high quality teaching all have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. We want to ensure that a higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of the year and/or make accelerated progress to diminish differences and believe that carefully targeted interventions will address this	1,
Subscription to Maths Whizz and Bug Club (Online homework platforms)	Homework has a positive impact on average (+ 5 months), EEF. We also believe engaging our parents in supporting their children will result in better progress and higher attainment.	1

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

Budgeted cost: £10,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to have free access to breakfast club.	Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (EEF)	3, 4
Parent meetings with HT and Leader for attendance for those parents with persistent absence	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF)	1,3,4
Subscription to Fair Share (Food bank) to ensure families have basic food stuffs	According to the Food Foundation thinktank, food insecurity has risen most among poorer families with school-age children during the pandemic. Four-in-10 families with children on free school meals experienced food insecurity over the last six months, compared with 12% of all households with children	3
Professional Mentoring from Malachi Trust for boys in key stage 2.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required	3

**Total budgeted cost: £127,686**

## 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 2020 to 2021 academic year.

Due to COVID 19 some elements of the previous year's Pupil Premium strategy have been carried forward and adjusted in accordance to ensure pupils make accelerated progress following the adverse impact of national lockdowns and Covid.

In 2020/21, staff received training on how to deliver lessons virtually using TEAMS, the DFE IT project ensured that every family had a laptop and were able to access the virtual lessons. We used our pupil premium funding to: implement wider strategies, promote social, emotional wellbeing counselling services for our students and their families.

### 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
Letters and Sounds	Little Wandle
Maths Whizz	Maths Whizz Education
Bug Club	Pearson
Fair Share	Fair Share

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

## Further information (optional)

How will we monitor and implement the strategy?

### 1. Teaching

- Careful planning of PLD and development.
- Rigorous monitoring cycle
- Senior Leaders timetabled to work 1:1 with identified staff
- Senior leaders to work with groups of staff to improve provision in all areas impacting upon pupil progress and outcomes: subject knowledge, planning, teaching, environment
- Pupil progress tracking and monitoring.
- IPG process and actions

### 2. Targeted support

- Designated staff to target specific individuals and groups.
- Precise planning for interventions
- Careful progress tracking to monitor the impact of interventions on disadvantaged pupils and other pupil groups.
- Investment in appropriate resources that support the delivery of interventions.
- Ongoing high quality PLD provided to staff which also includes targeted support from senior leaders

### 3. Wider strategies

- Senior leaders in school are all DSL trained and this training is maintained.
- The school has a pastoral team who work across the school with identified pupils and groups.
- All school staff receive extensive training in all aspects of safeguarding.
- A Pastoral hub launched to support parents with engaging in school-life and supporting their children's learning