

Pupil premium strategy statement 2024-2027

Harden Primary School

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	Harden Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Leanne Ruddock
Pupil premium lead	Mrs Leanne Ruddock
Governor / Trustee lead	Mrs Jenni Mayo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,055
Post looked after funding expected in this academic year	£7,257
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,312

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

At Harden Primary School we aim to provide all pupils the best opportunities and access to outstanding teaching and learning. We use our pupil premium and recovery grants to meet the needs of all learners and enable them to access the whole of school life. We have focused the use of Pupil Premium funding to raise the attainment of disadvantaged pupils of all abilities and to diminish the difference between them and their peers. Our analysis of individual pupil performance and knowledge of our curriculum provision has shaped how we spend pupil premium monies to maximize positive and effective outcomes.

- To ensure disadvantaged pupil make consistently good progress across school and to raise attainment to be in line with national average and year group expectations.
- To ensure identified disadvantaged pupils make accelerate progress.
- To deliver intervention programmes alongside quality first teaching
- To ensure pupil premium funding is allocated to enhance a pupil's school experience and to directly improve their life chances.
- Residential visits to be paid in full/subsidised for identified pupils
- To raise attendance & punctuality of identified pupils.
- To provide support for the families of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Strengthening Social and Emotional Development Through our assessments and ongoing dialogue with pupils, parents, carers and external agencies, we have identified an increasing number of pupils who benefit from additional support with the social and emotional aspects of learning. These needs can include managing anxiety, processing bereavement, experiences of domestic instability, and limited opportunities for wider social interaction beyond the immediate family. National research indicates that such factors can disproportionately affect disadvantaged pupils. As a result, the school is continuing to strengthen targeted pastoral support, early identification, and structured opportunities to develop pupils' emotional wellbeing, resilience and positive relationships so that all pupils are fully supported to engage confidently with their learning.

2	<p>Early Identification of Additional Needs</p> <p>A number of pupils eligible for Pupil Premium also have additional identified needs, including Special Educational Needs (SEN) or being Previously Looked After Children (PLAC) or Looked After Children (LAC). This reflects the school's strong approach to early identification, ensuring that pupils receive appropriate support as soon as needs are recognised. Currently, 24% pupils eligible for Pupil Premium also have identified SEN needs. In addition, 18% Of pupil premium are PLAC or LAC. The school lworks closely with families and external agencies to ensure that these pupils receive targeted academic and pastoral support so they can access learning successfully and make strong progress.</p>
3	<p>Developing Resilience and Learning Behaviours</p> <p>Through ongoing assessment and pupil voice, we have identified that some pupils eligible for Pupil Premium benefit from additional support to further develop resilience, confidence and a positive approach to challenge in their learning. The school is therefore continuing to strengthen opportunities that promote a growth mindset, perseverance and independence, enabling pupils to approach learning with confidence and to respond positively to challenge and feedback.</p>
4	<p>Promoting Active Engagement in Learning</p> <p>Observations and ongoing assessment indicate that some pupils benefit from additional support to further develop independence and active engagement in their learning. For some disadvantaged pupils, the impact of previous periods of remote learning and wider home circumstances has influenced their confidence in contributing, questioning and taking risks in their learning. The school is therefore continuing to strengthen teaching approaches that promote pupil participation, independence and active learning so that all pupils are confident, resilient learners who take an active role in their education.</p>
5	<p>Developing Mathematical Reasoning and Problem-Solving Skills</p> <p>Assessment and classroom observations indicate that some disadvantaged pupils benefit from additional support in developing their mathematical reasoning and problem-solving skills. In particular, pupils may require further support in accessing the language and contextual understanding within which problems are presented. The school is therefore continuing to strengthen the teaching of mathematical vocabulary, structured reasoning opportunities, and explicit modelling so that disadvantaged pupils are well supported to explain their thinking and apply their understanding confidently across a range of contexts.</p>
6	<p>Strengthening Early Reading and Comprehension Skills</p> <p>Assessments and observations indicate that some disadvantaged pupils benefit from targeted support to develop their phonic skills and early reading fluency. The impact of the COVID-19 pandemic has highlighted gaps in these foundational skills, which in turn can affect reading comprehension and inferential understanding. Even more able disadvantaged pupils sometimes demonstrate weaker inferential skills compared to their peers. The school is therefore continuing to strengthen systematic phonics teaching, guided reading, and explicit comprehension strategies to ensure that all pupils make strong progress as confident, capable readers.</p>

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
<p>Disadvantaged pupils will make at least good progress in English and mathematics, tailored to their individual starting points. Progress will be monitored through ongoing formative and summative assessment, including internal tracking, teacher assessment, and standardised measures, ensuring that all pupils are supported to achieve strong outcomes and are fully prepared for the next stage of their learning.</p>	<ul style="list-style-type: none"> • Disadvantaged children are tracked carefully by class teachers and leaders. • All disadvantaged pupils are provided with maths and English learning activities closely matched to their needs. • All lessons ensure the same high expectations of English and maths skills. • PP children read regularly at school and encouraged to do so at home developing good fluency and comprehension skills and a love of reading. (Identified in reading records) • A whole school culture of a love of reading, supporting vocabulary development, children to achieve expected (or above expected) progress. • PP outcomes are in line with non-PP children at both EXS and GDS at KS1 and 2.
<p>Disadvantaged pupils will be able to access morning and lunchtime playtimes safely and confidently, regardless of their social, emotional, or communication needs, or any identified SEND. Success will be measured through observations, pupil voice, and the monitoring of behaviour and wellbeing, ensuring all pupils have equitable opportunities to develop social skills, positive relationships, and a sense of belonging within the school community.</p>	<ul style="list-style-type: none"> • All disadvantaged children are able to access playtimes, morning and lunchtimes safely. • Disadvantaged children are happy at morning and lunchtime playtimes. • Bespoke interventions are in place for those children who need it.
<p>Disadvantaged pupils will have full access to a broad and balanced curriculum, ensuring equity of opportunity across all subjects. Progress and engagement will be monitored through teacher assessment, pupil work, and enrichment participation, ensuring that all pupils are able to develop knowledge, skills, and cultural capital to the highest possible standard.</p>	<ul style="list-style-type: none"> • The curriculum is ambitious for disadvantaged pupils • Monitoring activities (moderation of outcomes in books, planning scrutiny, termly data analysis) undertaken by SLT and subject leaders evidence Quality First Teaching and high quality work for disadvantaged pupils

<p>Disadvantaged pupils will be able to fully access all aspects of school life, including extracurricular activities, enrichment opportunities, and special events. Participation and engagement will be monitored through attendance, pupil voice, and staff observations, ensuring that all pupils are able to benefit from a rich, inclusive, and well-rounded educational experience.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life • Disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests • There is strong take-up by disadvantaged pupils of the extracurricular opportunities provided by the school • 100% of PP pupils access all school trips and visits planned for their class • PP Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
<p>Disadvantaged pupils will achieve academic outcomes at least in line with their peers. Progress will be closely monitored through internal assessments, teacher judgements, and standardised measures, ensuring that any gaps are swiftly identified and addressed so that all pupils are supported to reach their full potential.</p>	<ul style="list-style-type: none"> • In all years disadvantaged children attain at least in line with their non disadvantaged peers in R,W,M. • Disadvantaged pupils consistently achieve highly in EY, KS1 & KS2 • More able disadvantaged pupils in all areas of school make good progress in line with their individual aspirational targets • Disadvantaged children receive targeted intervention to accelerate progress. • Intervention records evidence high quality, targeted support • SLT and teachers are aware of the attainment, progress and trajectory for pupils
<p>Disadvantaged pupils will attend school regularly and consistently. Attendance will be closely monitored to ensure that any emerging barriers are identified early and addressed promptly through supportive engagement with families, enabling pupils to fully access learning opportunities and make strong progress.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils' attendance is inline or better than non disadvantaged children nationally • Persistence absence for disadvantaged pupils is lower than the national figure • Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school • Attendance action plans are in place for all identified pupils • Bespoke support is provided for disadvantaged families as required
<p>Disadvantaged pupils will demonstrate high levels of wellbeing and feel safe, supported and valued within the school community. Wellbeing will be monitored through pupil voice, pastoral observations and engagement in school life, ensuring that pupils develop confidence, resilience and positive relationships</p>	<ul style="list-style-type: none"> • Disadvantaged pupils consistently have highly positive attitudes and commitment to their education • More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities

that enable them to thrive both personally and academically.

- Disadvantaged pupils consistently report high levels of wellbeing in school
- Monitoring shows that disadvantaged pupils are highly motivated and persistent in the face of difficulties
- Disadvantaged pupils make a highly positive, tangible contribution to the life of the school and the wider community
- Disadvantaged pupils actively support the wellbeing other pupils
- Disadvantaged pupils to recognise online and offline risks to their well-being
- All PP pupils have access to full school uniform

Activity in this academic year 2025-26

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: £ 8,125.50

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Accredited training to new staff on delivering Little Wandle phonics DFE Validated Systematic Synthetic Phonics Programme 'Little Wandle Phonics' to secure strong phonics teaching for all pupils</p> <p>Work alongside the English Hub to embed new aspects of phonics programme for SEND and fluency.</p>	<p>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. Research for the OFSTED framework highlights the point that if pupils cannot read, they will not be able to access the curriculum and will be disadvantaged for life.(EEF phonics = +4 months)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 5 and 6</p>
<p>NACE accreditation programme</p>	<p>Ensuring curriculum continues to meet the needs of more able learners including those from a disadvantaged background who are at risk of not reaching their full potential.</p>	

	<p>Various research evidence from Suttons Trust indicates that raised teacher expectations results in higher outcomes for all pupils.</p> <p>https://www.nace.co.uk/blogpost/1814360/374979/Why-focus-on-more-able-learners</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <p>Research: the consequences of Covid for teachers and leaders (schoolsweek.co.uk)</p> <p>https://www.nace.co.uk/page/Essentials15</p>	
Blank level SALT and Vocabulary VIPERS training targeted at enabling vulnerable /disadvantaged groups to access higher tiers of language.	<p>There is clear and consistent evidence about the importance of vocabulary development. The OFSTED Inspection handbook research highlights a range of studies which suggests a vocabulary gap between children from disadvantaged families and their peers exists. Using the EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, , Preparing for Literacy) we have prioritised responding to the barriers relating to vocabulary. Education Endowment Foundation – Oral language interventions +5 /6 months Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	1, 2, 3, 4, 5 and 6
Specialist Y6 support: Small group support for identified chn	<p>EEF small group tuition + 3 months progress.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,5 and 5

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

Budgeted cost: £ 18,841.30

Activity	Evidence that supports this approach	Challenge number(s)
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<p>One to one tuition In phonics - Precision teaching for phonics and high frequency words.</p>	<p>One to one tuition and small group work are outlined by the NfER, Ofsted and the Sutton Trust as being effective strategies to use. We took note that no specific package, intervention or scheme was mentioned. Our ethos is to ensure our teaching is tailored to the children and so we will look at specific targeted interventions rather than any one product.</p> <p>Education Endowment Foundation – One to one tuition. – +5months The EEF found one to one tuition to be high impact for moderate cost. Research finds that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	1,2,3,4 and 6
<p>1 to 1 reading for our vulnerable/disadvantaged pupils to take place for 30 minutes daily with skilled adults</p> <p>(Including before and after school sessions)</p>	<p>Education Endowment Foundation –One to one tuition. – +5months One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</p>	1,2,3,4 and 6
<p><u>Intervention</u> Deployment of TA's and Teachers to deliver interventions in Reading, Writing and Maths</p> <p>Numbots/TTRS - (Targeted Maths Support which includes our disadvantaged pupils): daily before school (15 mins per pupil).</p>	<p>Education Endowment Foundation – Oral Language Interventions - + 5/6 months All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p>Education Endowment Foundation – Small group tuition– +3months 'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy. Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1). We know that Mathletics and TTRockstars is highly effective in developing and supporting our pupils' fluency and maths reasoning.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/2-targetedacademic-support</p>	2, 3, 4, 5 and 6

<p>To establish structured small group interventions, to support pupils who have fallen behind furthest to make accelerated progress towards their individual targets</p> <p>Employ additional staffing (TA's) to work with under achieving disadvantaged children R-Y6. This will include more able children at risk of underperforming.</p>	<p>Kinaesthetic place value intervention that we know is highly effective in improving mathematical fluency</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,345.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	EEF Teacher Toolkit reports that whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	1
Trips/residentials Provide increased opportunities for PP pupils' experiential learning by subsidising educational trips, visits and residentials.		1
Staff training and staff release to support children who are	EEF supports the use of behaviour support programmes. (+4 months) 'Behaviour interventions seek to improve attainment by reducing	1,3 and 6

struggling with SEMH needs.	challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.'	
Lunchtime Nurture Group: Have lunch with Pastoral support, a space away from the lunch hall. Able to talk, play games, tell stories and talk about things that may worry them.	Public Health England: summary of key messages relating to mental health, wellbeing and attainment. Nov 2014 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists between academic attainment and physical activity levels of pupils. EEF research: implementation costs are low, evidence impact is + 4 months progress. +6 months if focused on social interactions. Builds confidence. Develops life skills. Taking turns, self care, helping other, listening and sharing worries and how they might be dealt with, resilience and independence.	1 and 3
Support of an educational psychologist.	Psychologists working in the field of education study how people learn and retain knowledge. They apply psychological science to improve the learning process and promote educational success for all students. Referrals enable full assessment of need to support EHCP applications. Referrals are also made via this route to the SCIL team for full assessment of need for learning and cognition needs.	1,2,3,5,6
Stay and Play sessions Further develop Stay and Play sessions for	Education Endowment Foundation – Parental Engagement - +3months Parents' aspirations also appear to be important for pupil outcomes,	

parents of pupils in EYFS to Y6 - targeting disadvantaged	although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.	
Improve and offer a variety of after school / holiday clubs beyond those of a sporting nature and provide funded places to our most vulnerable and disadvantaged pupils.	Studies funded by the Nuffield Foundation, found taking part in activities outside the formal school day can play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.	1,3
Continue to reward and celebrate with parents and children - attendance Rewards to include Most Improved, punctuality awards which will be targeted mainly at disadvantaged families	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions	1, 3

Total budgeted cost: £33,312

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 2024 to 2025 academic year.

2025 Data

At Harden Primary, by the time our Pupil Premium children complete Phonics screen check, Year 2 SATs and Year 6 SATs, they are outperforming all children nationally in Reading, Maths and Writing including GPS(*with the exception of those who have SEND and are PP). Although, there remains a difference between our disadvantaged children and all children nationally in terms of GLD, the difference is being diminished year on year.

We are confident that the difference between school's and national outcomes for disadvantaged pupils will be diminished further in the light of the actions we have taken alongside a continuing, determined focus on and monitoring of pupil progress throughout the school. The most important aspect of our provision will continue to be a focus on actions, which positively impact upon quality first teaching to ensure that this is meeting the needs of our disadvantaged pupils. The curriculum provision for every pupil premium child is, as for all our children, monitored regularly to enable them to accelerate their progress.

2025 Outcomes	%
Good Level of Development (GLD)	84
Phonics (Year 1)	97
Phonics (Year 2)	96
KS1 Reading EXS	87
KS1 Reading GDS	33
KS1 Writing EXS	81
KS1 Writing GDS	26
KS1 Maths EXS	93
KS1 Maths GDS	37
KS1 RWM Combined EXS	87
KS1 RWM Combined GDS	26

KS2 Reading EXS	96
KS2 Reading GDS	52
KS2 Writing EXS	89
KS2 Writing GDS	29

KS2 Maths EXS	93
KS2 Maths GDS	61
KS2 GPS EXS	89
KS2 GPS GDS	54
KS2 RWM Combined EXS	89
KS2 RWM Combined GDS	26

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The plan was successful in meeting the outcomes for all children and pupil premium outcomes are improving year on year.

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
SCARF	Coram
Numbots	Maths Circle
Literacy Gold	Engaging Eyes Ltd
TTRS	Maths Circle

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.