



Pupil premium strategy statement 2025.26

Harris 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 to 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Ian Groom, Headteacher
Pupil premium lead	Ian Groom, Headteacher
Governor / Trustee lead	Lucy Martindale, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,415
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£46,415

Part A: Pupil premium strategy plan

Statement of intent

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.

We will 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>In EYFS and KS1, 36% of our disadvantaged pupils read below age-related expectations compared to 78% of other pupils. This gap narrows but remains significant to the end of KS2.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>In EYFS and KS1, 63% of our disadvantaged pupils, of our disadvantaged pupils are working below age-related Maths expectations compared to 80% of other pupils. This gap remains steady to the end of KS2.</p>
4	Our assessments, observations and discussions with pupils and families have found that there is an increasing proportion of pupils who require support around their social and emotional wellbeing. In addition to the ongoing support provided for the emotional wellbeing of all pupils in school, targeted small group or 1:1 intervention is required for identified pupils in KS1 and KS2 who have particular needs. This includes support for self-awareness, self-regulation, social awareness, relationship skills and responsible decision making. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF reports)
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been on average 4% lower than for non-disadvantaged pupils.</p> <p>Many of our disadvantaged pupils have lower attendance and more lateness compared to their peers during that period. Our assessments and observations indicate these absences, and lateness are negatively impacting disadvantaged pupils' progress.</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
Improved 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.
Improved reading attainment among disadvantaged pupils.	Most pupils in receipt of Pupil Premium make expected progress from their starting points in writing. KS2 reading attainment outcomes in 2026/27 will show that more than 55% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Most pupils in receipt of Pupil Premium make expected progress from their starting points in Maths. KS2 maths attainment outcomes in 2026/27 show that more than 55% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • an measured increase in participation in sports and enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 5%. • Less children arriving at school after the register closes.

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

Budgeted cost: **£16,000**

Making sure an effective teacher is in-front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching is a top priority for our Pupil Premium spending.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust assessment procedures to identify, gaps and areas of need in Reading, writing and Maths.</p> <p>Catch up intervention activities built into quality first teaching. Investment in extra Teaching Assistant hours, CPD, teacher release time.</p> <p>Investment in further Red Rose phonics and spelling resources and materials, CPD and teacher release time for CPD peer coaching and moderation.</p> <p>Further develop provision to meet the needs of all groups through adaptive teaching. CPD internal. Investment in purchase of resources to support adaption.</p>	<p>1. High-quality teaching EEF Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their peers in developing early language and speech skills (EEF Oral Language interventions)</p> <p>Effective Professional Development EEF</p> <p>Link to SIP priorities:</p> <p>Implement strategies to ensure first quality teaching is embedded and consistent across school.</p> <p>Ensure pupils with Special Educational Needs, disabilities or from disadvantaged backgrounds have barriers to learning identified and appropriate support provided to ensure they make good progress.</p>	2 & 3
<p>Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF Link to SIP priority:</p> <p>Refine and strengthen teaching and learning of oracy across the school, through a focus on research and development of expertise, leading to better speaking and listening attainment and progress outcomes for all groups of children.</p>	1

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional learning.</p> <p>Pastoral support will be provided by additional member of the pastoral team for all pupils and families across school. Professional development and training for staff will be funded and cover to release staff for the CPD.</p>	<p>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, attendance and relationships with peers):</p>	4 & 5

Targeted academic support

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge addressed
<p>Small group interventions in Maths and English for disadvantaged pupils falling behind or working below age- related expectations. Delivered by support staff in Year groups. Additional Support Staff hours to deliver 1:1 or small group intervention. Bespoke and tailored intervention planned and delivered according to children's individual needs. 1:1 and small group. Baseline and exit assessments carried out to measure impact. Suite of intervention programmes approved for support in planning.</p>	<p>EEF Research Guidance:</p> <p>Deployment of Teaching Assistants EEF</p> <p>Research on TAs delivering targeted interventions in 1:1 or small group settings show a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional reading and writing sessions targeted at disadvantaged pupils</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 and in small groups.</p> <p>Small group tuition EEF</p>	2
<p>SEND release time – writing plans for PP children with SEND to ensure gap is narrowed. Update Provision Map of 1:1 and small group intervention and its impact. Regularly reviewed by Class Teachers, SENDCo and SLT. Plans and provisions updated once evaluated to ensure positive impact on children's progress and attainment.</p>	<p>Harris SEND Policy: 'All interventions delivered to children are documented on a pupil tracking document which is reviewed by the SENDCO regularly.' Identified that not all interventions are recorded centrally and shared with SLT / SENDCo for analysis of impact.</p>	1, 2 & 3

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge addressed
<p>Improve the quality of social and emotional learning.</p> <p>Pastoral support will be provided by additional member of the pastoral team for all pupils and families across school. Professional development and training for staff will be funded and cover to release staff for the CPD.</p>	<p>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, attendance and relationships with peers):</p>	4 & 5
<p>To enhance pupils' cultural capital by providing a breadth of experiences and opportunities. Disadvantaged pupils access specialist tuition and coaching. To provide access to enrichment opportunities for disadvantaged pupils, 50% discount for all trips and visits: - Free access to all specialist coaching and extra-curricular clubs, where a cost is normally attached - Targeting of individual children through invitation to events and activities. - 50% discount on specialist 1:1 music tuition - 50% discount on attending Harris Hub (before and after school club) Allow pupils to partake in visits, both virtually and in school, enhancing skills and knowledge from lessons.</p>	<p>Social and emotional learning EEF 'At the EEF, we think enriching education has intrinsic benefits... We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' At Harris we actively teach and support a wealth of positive attitudes through our values and curriculum vision. These include: self-control, confidence, social skills, motivation, and resilience. We strongly believe that an enriched provision and extended opportunities will have a positive impact on these attitudes and children's later outcomes.</p>	4 & 5
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	5
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £46,415

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that most disadvantage children across the school made at least expected progress in Maths and English. 45% are working at the expected standard or above in English and 50% in Maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that these areas had the greatest impacts:

Interventions and small group tuition: Positive impact on academic standards. Continue next academic year.

Increased participation for PP families. No child has been unable to access the opportunities available. Parental support of this initiative has been positive. The impact on SEMH of PP children has been seen around school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.

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 also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.