

Pupil premium strategy statement – Harefield Primary School

This statement details our school's use of pupil premium (and recovery 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	43.2%
Academic year/years that our current pupil premium strategy plan covers	1 year plan
Date this statement was published	December 25
Date on which it will be reviewed	July 26
Statement authorised by	Sian Carr (Headteacher)
Pupil premium lead	Georgeta Court (Pupil Premium Lead)
Governor / Trustee lead	Bob Farmer (CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£204, 000

Part A: Pupil premium strategy plan

Statement of intent

‘Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.’

The Education Endowment Foundation Guide to Pupil Premium Oct 24

It is our intention, at Harefield Primary School, that all pupils are given equal opportunities, as all have an entitlement to achieve their full potential, whatever their circumstances. We place inclusivity at the heart of all that we do and aim to develop lifelong learners by removing barriers and increasing resilience and self-esteem.

We will achieve this through investment in: -

- Working together to improve attendance through robust procedures, such as working alongside parents and liaison with the Family Support Worker and other support agencies. Attendance at school is vital to enable good learning outcomes build self-esteem and well-being, and to form social connections;
- High quality teaching, (including continuous staff CPD, robust assessment to identify learning gaps, building oracy skills and improving literacy and maths outcomes) as this has the greatest impact on closing the attainment gap for our most vulnerable pupils;
- Targeted interventions (such as Little Wandle Rapid Catch Up, Phonological Awareness, Hamish and Milo etc) in order to support improved learning outcomes;
- Wider school strategies (e.g. extra-curricular clubs, visits and visitors, parent workshops etc) in response to our most disadvantaged pupils’ experiences and broader areas of needs.

We aim to ensure that all of our vulnerable groups receive appropriate provision, support and life experiences to increase their attendance, their self-esteem and decrease the attainment gap in Reading, Writing and Maths.

We will clearly define areas of practice in need of development and identify appropriate practices or programmes to address these, create an implementation plan that clarifies how changes will take place in practice and will continually monitor the implementation process to track progress and make adaptations to suit the needs of the pupils and school context:

- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support.

Challenges:

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

	Detail of challenge
1	<p>Our attendance data indicates that attendance among disadvantaged pupils, although improving, is around 3% lower than pupils overall. There is a significant difference in persistent absenteeism between disadvantaged and non-disadvantaged pupils. Persistent absenteeism was approximately 9% higher for disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attitude towards school.</p> <p>School have been working on promoting the importance of good attendance, as analysis shows there are a number of pupils across the school with regular absence due to common illnesses, a growing number of term times holidays and lateness caused by difficulties with morning routines is increasing.</p>
2	<p>Children start school in Year R with low Communication and Language skills, in particular low oracy skills. In 25/26, the baseline assessment of Communication and Language was 4.3% on track.</p> <p>Staffing in Year R in 22/23 was not consistent and the school's most recent Ofsted (April 24) identified that the early years curriculum and provision need urgent improvements and children leave Year R unprepared for key stage 1. Whilst this has now improved, the current EYFS leader is on maternity leave.</p>
3	<p>Outcomes in maths and writing for disadvantaged pupils are lower than national outcomes for all. In 2024/25, end of Key Stage data was:</p> <p>KS1 writing: 61% of pupils achieved ARE nationally (22/23), 25% disadvantaged pupils in school were at expectation (24/25) KS1 maths: 72% of pupils achieved ARE nationally (22/23), 54% disadvantaged pupils in school were at expectation (24/25) KS2 writing: 72% of pupils achieved ARE nationally, 56% disadvantaged pupils in school were at expectation KS2 maths: 74% of pupils achieved ARE nationally, 48% disadvantaged pupils in school were at expectation</p> <p>This means that some of our disadvantaged pupils are not secondary ready upon leaving Harefield Primary. Combined data for all pupils KS2 24/25 was 65% and for disadvantaged pupils combined was 32%.</p> <p>Main barriers in writing have been identified as spelling and vocabulary choices.</p> <p>Main barriers in maths have been identified as fluency in KS1 and reasoning with mathematical vocabulary in KS2</p>
4	<p>Early reading results for disadvantaged pupils are lower than national and impact on children's progress as they move through the school.</p> <p>Yr 2: 43% of disadvantaged children reached ARE in reading 24/25</p> <p>Yr 1 Phonics screen: 80% of pupils passed nationally, 60% of disadvantaged pupils in school passed</p> <p>Yr R Literacy: 67.7% of pupils achieved GLD in literacy nationally (23/24), 63% of disadvantaged pupils in school achieved GLD in literacy (24/25)</p> <p>Baseline in Year R shows that disadvantaged children, on entry, are below their peers in the prime area of Communication and Language.</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
To achieve and sustain improved attendance for disadvantaged pupils.	Sustained high attendance by July 2026 demonstrated by: <ul style="list-style-type: none"> • Disadvantaged attendance will improve by a further 1.5% across the year (academic year 24/25 was 90.8%) • persistent absenteeism among disadvantaged pupils will be no more than 8% higher than the whole school figure
Improved Communication and Language outcomes for EYFS pupils, particularly oracy	80% of disadvantaged pupils Year R will be on track in Communication and Language
Improved writing and arithmetic attainment among disadvantaged pupils.	55% of disadvantaged pupils in Year 6 will achieve ARE in reading, writing and Maths (combined)
Improved early reading skills, evident in phonics achievement, in Year R and Year 1, kept phonics Yr 2	80% of disadvantaged pupils Year R will be on track in Communication and Language 70% of disadvantaged Year 1 pupils will achieve ARE in reading 75% of disadvantaged Year 2 pupils will achieve ARE in reading

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: £95,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improved quality of teaching (CPD) for disadvantaged pupils through support from Hamwic Education Trust: SLA with Hamwic Education Trust</i>	<p>https://www.gov.uk/government/publications/teachers-professional-development-in-schools/independent-review-of-teachers-professional-development-in-schools-phase-1-findings</p> <p>The Independent Review of Teachers' Professional Development in schools: Phase 1 findings (May 2024) summarises it's findings as 'Teachers' professional development is crucial to a high-quality education system. When teachers, as learners themselves, base their everyday practice on an updated, coherent and integrated professional knowledge base, this can lead to improvements in pupils' learning outcomes.'</p> <p>This is why a key focus for improving outcomes for disadvantaged children is quality CPD for staff at all levels.</p>	1, 3, 4, 5
<i>Early Reading and Phonics Lead to ensure continued development of Little Wandle interventions including CPD, further resources, coaching and monitoring: increased HLTA time to release Early Reading and Phonics Lead and additional materials as needed</i>	<p>In April 21 the Government recommended that all school choose a effective systematic synthetic phonics teaching programme in order to:</p> <ul style="list-style-type: none"> • give all children a solid base on which to build as they progress through school • help them develop the habit of reading both widely and often, for both pleasure and information <p>As a school, we use Little Wandle as we align our views with their pedagogical approach.</p> <p>https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/</p> <p>Development of additional intervention within this SSP remains a focus</p>	4
<i>Handwriting Lead to ensure successful introduction and implementation of the new handwriting scheme across the</i>	<p>Teach Handwriting takes a holistic view of teaching handwriting, developing both a child's Key Strengths (Gross & Fine Motor Skills) and Key Abilities (Knowledge) from Foundation Stage through to the end of Key Stage 2 using a systematic, differentiated and progressive approach that supports children of all ability levels. It is research driven, taking account of the three developmental stages a child needs to go</p>	3

<p><i>school to improve fluency in writing: increased HLTA time to release Handwriting Lead and purchase of scheme/resources</i></p>	<p>through to eventually have fluent and speedy handwriting. https://teachhandwriting.co.uk/index.html WSDP target: Improve handwriting through the implementation of Teach Handwriting WSDP success criteria: Improved handwriting quality, as evidenced by assessments at end of each term.</p> <p>WSDP target: Improve presentation, through launching the Pride in Presentation awards WSDP success criteria: Improvement in overall student presentation and positive feedback and participation in the award scheme.</p>	
<p><i>English Lead to ensure successful introduction and implementation of the new spelling scheme across the school to improve spelling outcomes: increased HLTA time to release English Lead and purchase of scheme/resources</i></p>	<p>Emile started life as a collaboration between game developers and academics from Manchester Metropolitan University under a Knowledge Transfer Partnership funded by Innovate UK. The name “Emile” relates to the project initially being about teaching a second language and a subject simultaneously based on the pedagogical approach of “Content Language Integrated Learning” or CLIL. Emile has quickly expanded into a range of numeracy and literacy resources and the school have chosen to use the Emile spelling resources in order to have a consistent, structured approach to developing children’s spelling knowledge. https://emile-education.com/ WSDP target: Improve spelling outcomes through an appropriate spelling program WSDP success criteria: Enhanced spelling test scores; improved spelling in written work and SATs spelling scores to increase by 5% on average.</p>	3
<p><i>Maths Lead to ensure successful introduction and implementation of the Maths Mastery scheme across Year R and KS1 to improve fluency in maths recall: increased HLTA time to release Maths Lead and purchase of scheme/resources</i></p>	<p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention is given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1 WSDP target: Implement the Mastering Number program in EYFS and KS1 WSDP success criteria: Pupils achieve expected grade-level milestones in number fluency (Maths Hub assessments)</p>	3
<p><i>Early Years Lead to attend English Hub early language training, disseminate to all staff and monitor implementation and impact: increased HLTA time to</i></p>	<p>According to research by Speech and Language UK (formerly I CAN), at least 1.7 million children in this country are behind with talking and their understanding of words. The percentage of pupils formally identified as having a primary special need in speech, language and communication is steadily rising - up to 22.5% in 2021, compared with 18.8% in 2015. One in four children (who struggled with language at age five) did not reach the expected standard in English at the end of primary school, while one in five did not</p>	2

<p>release Early Years Lead and purchase of resources</p>	<p>reach the expected standard in maths. (Millennium cohort study analysis by UCL for Save the Children (2015)) This programme focuses on learning about typical language development in 1-5 year olds and how to have the greatest impact on early language. WSDP target: Improve behaviours for learning, particularly in EYFS WSDP success criteria: Observable improvement in EYFS classroom behaviour.</p>	
<p><i>Educational psychology SLA to support teachers with teaching disadvantaged children with additional needs:</i> increased HLTA time to release teachers and SLT time to monitor the impact of advice</p>	<p>Due to the increase in pupils requiring additional support with more complex needs, we will purchase additional EP hours to support early intervention in, order to further support and reduce the barriers for these pupils.</p>	<p>5</p>

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

Budgeted cost: £58,598.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speaking Space used to support school staff to deliver researched oral language interventions, with a focus on Year R and Year 1: SLA with Speaking Space and HLTA time to release TAs for training</i></p>	<p>The summary of Finding 2 from the Government report Best Start in Life Part 2: the three prime areas of learning (September 2023) states that ‘Communication and language are fundamental to every aspect of young children’s thinking and learning. The rate of children’s development depends on their interactions with adults’ https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning Through early intervention with communication and language, children are given the best opportunities to build foundations for later literacy skills.</p>	<p>2</p>
<p><i>Speech and Language TA used to assess oral language skills in Year R and Year 1 and deliver</i></p>		<p>2</p>

<i>researched interventions: phonological awareness and TalkAbout: SALSA salary</i>		
<i>Little Wandle Rapid Catch Up up sessions for Year 3 and 4 and for Year 2 from Jan onwards: additional TA hours to release trained TAs to deliver intervention consistently</i>	As a school, we use Little Wandle as our systematic synthetic phonics teaching programme as we align our views with their pedagogical approach. https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/ Development of this SSP remains a focus and intervention to support pupils to keep up and catch up is a vital part of this.	4
<i>Additional TA/ELSA time to deliver sensory circuits to target children so as to enable greater focus in class</i>	The school context may pose substantial difficulties for children who are experiencing sensory processing issues as compared to the home context given that both contexts pose different sensory circumstances. By delivering sensory circuits to focused children with SEMH needs, we will enable them to have greater focus and success in their learning which can lead to improved attainment.	5
<i>ELSA time to deliver Hamish and Milo intervention to children with specific SEMH needs (self-esteem, self-worth, friendships, anger management, resilience)</i>	The approach used within the Hamish and Milo wellbeing intervention aligns with our Trauma Informed practice in school. It is built within the theoretical landscape of relational connection and the comfort and emotional safety in feeling you 'belong' as part of a social group. Nurturing relationships create a safe and trusting connection and support children to feel happier, heard and connected. The framework for Hamish & Milo comes from a range of theoretical contexts which hold the quality of relationship at the core of support work and togetherness with peers as a social group. Hamish & Milo is based on attachment aware theory and the importance of early social and emotional development, as well as understanding the emotional stress that many children with SEMH needs experience. https://hamishandmilo.org/theoretical-context/	5

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

Budgeted cost: £49,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance Officer used to analyse attendance patterns and trends: home visits for attendance, weekly attendance newsletters, meet and greet each morning, liaison with School Attendance Support Service</p>	<p>The work of the Attendance Officer and Family Support Worker allows the school to follow the Government guidance from Working Together to Improve School Attendance Aug 24</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>1</p>
<p>Family Support worker to build relationships with hard to reach families in order to improve attendance and engagement in school: MHST lead, workshops for parents, liaison with other agencies such as School Nurses, home visits for attendance, Deputy DSL</p>		<p>1</p>
<p>Discounted places at Breakfast and After School Club to support attendance</p>		<p>1</p>
<p>Contingency funding to support with attendance:</p>		<p>1</p>

rewards, incentives, emergency wrap around provision, vouchers, resources		
Funded support with uniform to ensure children have a sense of belonging in the school	WSDP target: Improve consistency of school uniform WSDP success criteria: Increased adherence to uniform policy. Positive perceptions from school community.	1, 5
Funding to provide a wide range of additional educational visits and visitors, including residential	WSDP target: Increase parental engagement through curriculum celebration days, parent forum WSDP success criteria: Increased attendance at school events by parents. Positive feedback from parents.	1, 5
Continuation of the National School Breakfast Program	The impact of this intervention for all participating schools has been measured by Family Action https://www.family-action.org.uk/content/uploads/2023/09/Impact-of-the-National-School-Breakfast-Programme.pdf	1, 5

Total budgeted cost: £204,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whilst there were some areas of success, Reading and Writing remain areas of focus. It has been identified that these are negatively being impacted by oracy levels and so this will be an area for development across the school.

Attendance strategies continue to have a positive impact but this has slowed. Next steps are to use a more forensic approach, utilising the National comparisons and Similar Schools comparisons to identify more specific targeted groups.

Outcome 1: To achieve and sustain improved attendance for disadvantaged pupils – *Target partially met.*

Disadvantaged attendance will improve by a further 1.5% across the year (academic year 23/24 was 90.4%)

Disadvantaged attendance for 24/25 was 90.8%, showing a 0.4% increase.

Persistent absenteeism among disadvantaged pupils will be no more than 10% higher than the whole school figure

Persistent absenteeism for disadvantaged children was 9.3% lower than pupils as a whole.

Outcome 2: Improved Communication and Language outcomes for EYFS pupils, particularly oracy – *Target met*

50% of disadvantaged pupils Year R will be on track in Communication and Language

68% of disadvantaged pupils in Year R met the standard in Communication and Language.

Outcome 3: Improved writing and arithmetic attainment among disadvantaged pupils.

46% of disadvantaged pupils in Year 6 will achieve ARE in reading, writing and Maths (combined)

32% of disadvantaged pupils in Year 6 will achieve ARE in reading, writing and Maths (combined)

Outcome 4: Improved early reading skills, evident in phonics achievement, in Year R and Year 1, kept phonics Yr 2 – *Target partially met*

50% of disadvantaged pupils Year R will be on track in Communication and Language

68% of disadvantaged pupils in Year R met the standard in Communication and Language.

50% of disadvantaged Year 1 pupils will achieve ARE in reading

32% of disadvantaged Year 1 pupils achieved ARE in reading

65% of disadvantaged Year 2 pupils will achieve ARE in reading

43% of disadvantaged Year 2 pupils achieved ARE in reading

Outcome 5: Improved behaviour for learning for disadvantaged pupils with SEMH needs through a focus on positive reinforcement

Reduction in internal suspensions for disadvantaged pupils by 25%

The number of suspensions for disadvantaged pupils has reduced by more than 25%

75% of disadvantaged children to achieve the Bronze Award by Christmas

Over 75% of pupils achieved their Bronze Award

Over 80% of parents and pupils can recognise an increase in positive behaviour points across the academic year.

From parent feedback, most parents were supportive of the positive points that their children received and how this information was made available to them. Children have spoken positively about additional rewards e.g. handwriting awards.