

# Pupil premium strategy statement – Little Harrowden Community 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	168
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	Thursday 18 <sup>th</sup> December 2025
Date on which it will be reviewed	Wednesday 17 <sup>th</sup> December 2026
Statement authorised by	Beth Renshaw
Pupil premium lead	Beth Renshaw
Governor / Trustee lead	Valerie Hunter Ndina Nanthulu

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31, 815.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
<b>Total budget for this academic year</b> <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>	£ 31, 815.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Little Harrowden Community Primary School we aim that all children, irrelevant of background or the challenges they face will reach their full potential, make good progress and attain high outcomes. Our strategy outlines how we will support our Pupil Premium children to meet these high aspirations and gain a passion for learning, whilst developing as happy and emotionally secure young people.

Each child is seen as an individual and treated with compassion and equality, without pre-conceived ideas or judgement.

High quality teaching is the foundation for progress and success. Our mission is for pupils to experience quality resources which support and impact on their learning. Individualised support is offered to our disadvantaged children, identifying individual needs and barriers to learning to enable us to provide an effective support package, allowing each child to learn at their best. This is proven to close the disadvantaged attainment gap at our school.

Our approach will be responsive to common challenges and individual needs. Needs will be identified with comprehensive analysis of data, following assessment of both academic and emotional need. Impact of intervention will be monitored and adjusted to match individuals.

Principles and Aims:

- Ensure that all staff have high aspirations of all disadvantaged pupils including those with additional needs and those who are high attaining
- Early identification and intervention processes ensure gaps in academic and social development are addressed quickly and effectively
- Ensure teaching and learning opportunities meet the needs of all pupils

## Challenges

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

Challenge number	Detail of challenge
1	A significant percentage of our Pupil Premium children have recorded safeguarding issues and social, emotional and mental issues that are impacting on their academic progress.

2	Disadvantaged children are not always in-line with their peers in relation to outcomes and progress, in some areas of their learning.
3	Attendance and punctuality is an issue for a significant number of our Pupil Premium children.
4	Parental capacity to support is limited for number of our Pupil Premium children. This includes issues such as uniform, consolidating learning at home and access to wider learning experiences.
5	A number of our Pupil Premium children do not have access to extra-curricular activities which could potentially broaden their life experiences.

## 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 improve the wellbeing and self-esteem of children who are eligible for Pupil Premium funding.	Children will have access to internal wellbeing support. Our wellbeing tracker will demonstrate that children's wellbeing is such that they are able to access the curriculum effectively.
Quality teaching and the use of PIXL therapies will ensure children are making good progress and are achieving at the same level as their peers.	Data shows that children will be making good progress and achieving age-related standards.
To improve the attendance of all children so that they are at an attendance level of 95% or above.	Attendance increases for all children and as a result wellbeing and attainment improves.
To ensure all Pupil Premium children achieve age-related expectations in reading.	Children will be reading regularly. Children will speak positively about reading. Children will achieve the age-related standard at the end of the academic year.
To ensure all Pupil Premium children achieve age-related expectations in writing.	Children will speak positively about writing. Children's handwriting will be in line with their year group. Children will achieve the age-related standard in Writing.

## 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: £ 13309.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As a school we continue to invest in phonics resources and CPD. This includes tutoring for both staff and children and the purchasing of training materials. New staff have attended two-day training in order to deliver the scheme effectively.</p> <p>Phonics interventions to be identified for pupils not on track. Children will be provided with fast-track tutoring.</p> <p>Phonics assessments to be completed on a 6 weekly cycle and interventions to be actioned from this.</p>	<p>Research shows the importance of pupils gaining phonic skills at an early age and the impact of future attainment on early identification.</p>	<p>2 and 4</p>
<p>Following the completion of PIXL assessments and associated Question-Level-Analysis spreadsheets, core group meetings are held.</p> <p>The core group team members consist of the class teacher, SENDCo, deputy head and headteacher. We discuss the successes of the children and also the targeted</p>	<p>Pupils may require targeted academic support. These interventions should be carefully linked to classroom teaching and matched to specific needs. By the teachers working and planning together this will be possible.</p> <p>Strategic deployment of TAs (in this case another teacher) is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Intensive individual support, either one to one or as a small pupil, can support</p>	<p>2 and 4</p>

<p>academic support and quality-first teaching that is needed to ensure children make progress.</p>	<p>pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p>	
<p>A significant number of staff meetings have focussed on Walkthrus CPD. The Walkthrus are based on evidence-informed approaches to quality-first teaching. The school have invested in the purchasing of materials to support this CPD and have been supported in the Trust by doing so</p>	<p>Supporting continuous and sustained professional development is important to develop the practice of the teachers in the school. This CPD means that the PP children will be receiving quality-first teaching across the school.</p> <p>Evidence indicates that that high-quality teaching is the most important level schools have to improve attainment, including for disadvantaged pupils.</p>	<p>2 and 4</p>
<p>PIXL tests are completed following data calendar in all KS1 and KS2 classes.</p>	<p>Use of research-based assessment with Question Level Analysis and specific therapies to address highlighted areas of need.</p> <p>Use of quality-first teaching to deliver the therapies raises the quality of intervention.</p>	<p>2 and 4.</p>
<p>Ensure the curriculum is ambitious and accessible for PP pupils. Conduct curriculum gap analysis for PP attainment and engagement. Implement adaptive teaching strategies across subjects, Prioritise PP pupils in interventions, Underperforming PP children to become “spotlight” children for teaching and formative assessment</p>	<p>EEF:</p> <ul style="list-style-type: none"> <li>• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</li> <li>• High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</li> </ul> <p>Another key component of effective initial instruction that should be emphasised here—and is required before feedback is given—is the use of two formative assessment strategies. Since it was popularised by Paul Black and Dylan William in 1998, the term ‘formative assessment’ has been defined in different ways, resulting in different applications in the classroom. Most simply, it means providing teaching that is adaptive to pupils’</p>	<p>1, 2, 3, 4</p>

	needs and using evidence about learning to adjust instruction to ensure that learning moves forward.	
Strengthen teacher expertise in supporting disadvantaged learners. Provide targeted CPD on cognitive science, scaffolding and feedback for PP pupils. Facilitate peer coaching and instructional observation and feedback.	<p>All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	1, 2, 3, 4
Embed a language-rich curriculum for PP pupils. Provide daily story time and oracy sessions.	<p>Language provides the foundation of thinking and learning and should be prioritised.</p> <ul style="list-style-type: none"> <li>• High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. <ul style="list-style-type: none"> <li>• Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading.</li> <li>• Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge</li> </ul> </li> </ul>	1, 2, 3, 4
Develop pupils oracy skills to improve communication, confidence and language development. Embed structured talk opportunities in every lesson. Provide targeted	<p>Language provides the foundation of thinking and learning and should be prioritised.</p> <ul style="list-style-type: none"> <li>• High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</li> </ul>	1, 2, 3, 4

<p>oracy intervention groups for PP pupils. Train staff in dialogic teaching and questioning techniques</p>	<ul style="list-style-type: none"> <li>• Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children’s language and thinking during interactions and activities such as shared reading.</li> <li>• Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge</li> </ul>	
<p>Use oracy to strengthen learning and vocabulary across the curriculum. Implement explicit vocabulary teaching using the ‘tiered words’ model. Link oracy activities to reading and writing outcomes. Showcase PP oracy developments through assemblies and performances</p>	<p>Language provides the foundation of thinking and learning and should be prioritised.</p> <ul style="list-style-type: none"> <li>• High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</li> <li>• Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children’s language and thinking during interactions and activities such as shared reading.</li> <li>• Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge</li> </ul>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £5000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school have purchased a provision</p>	<p>Pupils may require targeted academic support. Interventions should be</p>	<p>2 and 4</p>

mapping tool order to improve the quality and organisation of specific academic support. This support will also be able to be assessed effectively.	carefully linked to classroom teaching and matched to specific needs, while not inhibiting pupil's access to the curriculum.	
Fast-track RWI phonics interventions are provided for children who may require further support in order to make accelerated progress.	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy interventions should be matched to specific needs.</p> <p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will ensure TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p>	2 and 4
Close attainment and progress gaps between PP and non-PP pupils in core subjects. Continue to use and embed PIXL across the school. Deploy high-quality and precise interventions. Termly core group meetings with PP focus.	<p>Evidence indicates that one way for TAs to supplement - but not replace – the teacher is through delivering high-quality structured interventions.</p> <p>Deploying TAs to deliver structured interventions can support pupils in targeted ways and allow them to build on or better engage in what is being taught in the classroom. Deploying TAs in this way involves TAs helping a small number of pupils with their learning within a structured programme.</p> <p>Research suggests that well-chosen interventions, delivered by TAs, can have a positive impact on academic and wider pupil outcomes, irrespective of the age of the pupils, the number of pupils receiving the intervention, and whether pupils have special educational needs.</p>	1, 2, 3, 4

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

Budgeted cost: £14, 116.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance through daily tracking	There are a range of approaches which aim to improve school attendance.	3

<p>and communication with parents. Meetings to be promptly held with parents when attendance is becoming an issue.</p> <p>FSW to lead on this.</p> <p>Parent Contracts are put in place, where necessary, to support improved attendance.</p>	<p>Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p>	
<p>A significant number of the PP children at the school also feature on feature on our wellbeing tracker.</p> <p>The Family Support work offers specific wellbeing interventions, attends meetings and makes referrals to best support these children. This includes offering therpaies such as Drawing and Talking, Sand Play and Mindfulness.</p> <p>Our Family Support Worker has also undertaken the Mental Health First Aid Training to support with her work.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>	<p>1, 2 and 4</p>
<p>All staff have had 'Solihull Approach Training' which allows them to understand and effectively support challenging behaviour and support parents with doing this too.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes in later life.</p>	<p>1, 2, 3 and 4</p>
<p>Support emotional regulation and mental health of PP pupils. Continue to embed emotion coaching, zones of regulation and</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example,</p>	<p>1, 2, 3, 4 and 5</p>

<p>Solihull approach across the school. Implement structured and targeted SEMH groups. Use of PAT dog to support emotional development, empathy and mental health support. Provide 1:1 mentoring for vulnerable PP pupils</p>	<p>longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p>	
<p>Broaden horizons and build cultural capital. Where possible, offer funded opportunities such as music tuition, outdoor learning and trips. Invite diverse role models and career speakers into school. Careers week event</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Promote healthy lifestyles and resilience. Target pupils for free breakfast club access. Deliver mindfulness and resilience workshops.</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning.</p> <p>There is some evidence that providing free, before-school breakfast clubs can benefit pupils by preparing children for learning or supporting behaviour and school attendance.</p>	<p>1, 2, 3, 4 and 5</p>

**Total budgeted cost: £** £31, 815.00

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Below is the end of year data for the 23/24 academic year for PP children reaching the age-related standard.

	Reading	Writing	Maths
Reception	50%	25%	25%
Year 1	67%	50%	50%
Year 2	100%	100%	100%
Year 3	50%	50%	50%
Year 4	50%	25%	75%
Year 5	43%	43%	29%
Year 6	40%	40%	20%

100% of Pupil Premium children in Year 1 passed the Phonics Screening Check.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
PIXL	PIXL