Pupil Premium Strategy Statement 2025 to 2027

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Harlowbury Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2027
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Jo Coton
Pupil Premium Lead/Trust Disadvantaged Champion	
Governor / Trustee Lead	

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£44,235
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44, 235

Part A: Pupil premium strategy plan
Statement of intent

At Harlowbury Primary School, we are committed to removing barriers to learning caused by socioeconomic disadvantage so that all pupils achieve well academically, attend regularly and develop the social and emotional skills needed to succeed. Our pupil premium strategy reflects a clear understanding of our community and is informed by evidence from the Education Endowment Foundation (EEF).

As part of NET Academies Trust, we work collaboratively with partner schools, to develop a long-term, evidence-informed approach to closing attainment, attendance and wellbeing gaps for disadvantaged pupils.

Our strategy is focused on five identified challenges:
1. Language development and comprehension, addressing vocabulary gaps so pupils can access the full curriculum.
2. Attendance, ensuring disadvantaged pupils are in school and learning consistently.
3. Social, emotional and mental health (SEMH), improving wellbeing, regulation and readiness to learn.
4. Metacognition and self-regulation, enabling pupils to become independent, resilient learners.
5. Early Years school readiness, strengthening communication, language, self-regulation and attachment from the earliest stages.

We promote the principle of "Learners not labels", ensuring high expectations for all pupils regardless of background.

High-quality teaching is the cornerstone of our approach and is strengthened through:
- Ongoing, targeted professional development in language-rich teaching, metacognition and trauma-informed practice.
- A strong focus on oracy and vocabulary across the curriculum.
- Early identification and timely academic and pastoral intervention, informed by diagnostic assessment.
- Whole-school Trauma Perceptive Practice, Zones of Regulation and myHappymind to support behaviour, wellbeing and engagement.
- Targeted family support and engagement, including workshops and referrals, to address barriers affecting attendance and learning.

Our strategy aims to ensure that:
- Disadvantaged pupils make strong progress from their starting points and increasingly meet national standards.
- Vocabulary, communication and comprehension improve across all key stages.
- Attendance for disadvantaged pupils improves and gaps narrow.
- Pupils demonstrate positive learning behaviours, emotional regulation and readiness to learn.
- Children in Early Years achieve improved language outcomes and are well prepared for transition into Key Stage 1.

Impact is monitored through assessment data, attendance analysis, behaviour and wellbeing indicators, pupil and parent voice, and regular quality assurance.

Our pupil premium strategy is overseen by a designated Trust and school Disadvantaged Champion and a nominated governor, ensuring clear accountability and sustained improvement. We serve a diverse community, including a specialist Speech, Language and Communication Resource Provision, with increasing mobility and EAL. Our approach is inclusive, responsive and rooted in a strong culture of safeguarding, high expectations and collaboration.

Challenges

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

Challenge number	Detail of challenge
1	Language development and comprehension - Vocabulary gap between disadvantaged and non-disadvantaged.
2	Attendance gap between pupil premium and non-pupil premium
3	SEHM behaviours (TPP/Zones of regulation/my Happy mind) including pupil well-being
4	Metacognition – Developing independent self-regulation and learning behaviours
5	Early Years - School readiness due to low starting points

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
1. Language development and comprehension - **Vocabulary gap between disadvantaged and non-disadvantaged.** • A vocabulary-rich environment • Teacher questioning • Talk sentence and sentence stems planned for and modelled across the curriculum • The implementation and embedding of Trust Oracy Strategy. • Voice –21 (3-year programme commitment 2022- 2025) Quality Professional Development (weekly INSETs/coaching/Peer observations). • Oracy-led approach to assemblies (class/phase and whole school).	Pupils show an understanding of vocabulary in lessons, including Tier 2 and 3 Pupils use the taught words in speaking and writing There is evidence that vocabulary teaching is enabling pupils to articulate ideas with greater clarity Pupils show understanding of the 'gist' of a text through summary Teachers engage more pupils in thinking/responding when asking questions of the class, e.g. using mini whiteboards More detailed and academic pupil explanations More extended dialogue More questions about vocabulary from both the teachers and the pupils Examples of 'word consciousness' More vocabulary edits in pupils' books Written expression in pupils' books more sophisticated A word rich classroom climate 6 The appropriate use of scaffolds for all learners, including those with SEND, therefore increasing independence

	This then leads to: Pupils meeting national standards in reading, writing and spoken language and make good progress from their starting points. Confident, *fluent* readers.
	Pupils with a love of reading with access to quality texts.
	EYFS filling the 'word' gap ensuring an easy transition into KS1 and preparation for transition to each subsequent Key Stage.
	Fluent writers with a good grasp of GPS.
	Confident speakers – proficient with sentence stems/sense of audience/Oracy Framework
2. Attendance • Pupil Premium attendance increases so that more learning can take place. • Pupils access classroom learning daily to support meeting national standard and closing gaps in all subjects.	The gap between those disadvantaged and non-disadvantaged closes, increasing time at school. Access to Wrap Around Care to facilitate attendance.
3. SEMH • *Trauma Perceptive Practice:* enabling adults to understand behaviour and support the emotional wellbeing of children. • *Zones of Regulation:* providing children with the language of their emotions • *myHappymind programme:* providing children with strategies to identify and move through their emotions appropriately	Positive relationships and readiness for learning across the school. Pupils access learning and have secure attachment in the school setting. Pupils develop strategies for self and coregulation meaning they can return to learning quicker when dysregulated. Parents become aware of the language of TPP and manage challenging behaviours at home (SEMH). Higher engagement for families in need of support. Non-judgemental attitudes to encourage early help. An established family support team (FLO/SEND Team/AHT/DSL) providing a cohesive strategy for improved outcomes. Children understand the science of the brain and the impact on their feelings and emotions.
4. Metacognition and Self-regulation • Cycles of quality professional development. • Explicit teaching of the metacognitive process, through whole-class teaching and interventions, with a focus on early reading and early maths.	Pupils' behaviours for learning and self-regulation are reflected in daily lessons: Pupils using subject-specific sentence/question stems Pupils trying out different approaches/identifying the best strategy. Pupils using strategies other than asking for teacher support when stuck Explicit teacher modelling which pupils emulate Pupils regularly looking back over prior learning

• Leaders consistently quality assure, coach and support across the curriculum, ensuring sustained improvements in teaching and learning that have a lasting, positive impact on pupil outcomes.	Children understand *metacognition + cognition + motivation = self-regulated learners*. Accelerated progress from starting points (up to seven months) through the provision of high-quality, low-cost pedagogy for all staff and pupils. Improved behaviours for learning. Teachers demonstrate strong subject knowledge across all curriculum areas and consistently apply effective teaching strategies that enhance pupil learning. Teachers facilitate and pupils demonstrate more mature learning behaviours that ensure well-prepared discussion, depth of thought and active, accountable participation.
5. Early Years – school readiness due to low starting points • Focus on communication and the linked skills of language, self-regulation, social and emotional development along with the importance of attachment • Early intervention and targeted support • Closing the word gap • Teachers provide a vocabulary rich environment • Opportunities for parental engagement • Support and continued professional development from EY consultants	Meaningful and accurate assessment of language through WellComm to ensure targeted support and interventions can be provided Pupils are expected to speak in full sentences with adults modelling ambitious vocabulary Pupils' use of language is developed in line with age-related expectations Pupils achieving a '*good level of development'* by the end of Reception EYFS Parents feel empowered to support and help children with their learning. Schools effectively implement *Strong Foundations*, ensuring pupils develop secure foundational knowledge and skills that prepare them for future learning.

Activity in this academic year Teaching and Learning

"High-quality teaching, including effective questioning, modelling and scaffolding, has a strong impact on pupil attainment."
(What Makes Great Teaching? – Prof. Rob Coe)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Focus - Metacognition CPD	[Metacognition and self-regulation | EEF](#)	1-3
Trust Focus - Oracy CPD	[Oracy Across the Curriculum: The Evidence - Voice 21](#) [Oral language interventions | EEF](#)	1-3
RWI Development Day package x3 online meetings a year. Benchmark the phonic data using the RWI portal Coaching to ensure fidelity	[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](#)	2
Outdoor Learning CPD x2	"The evidence is clear: outdoor learning is one of the tools we need to use to raise attainment in our schools and nurseries." Learning Through Landscapes [Outdoor learning evidence | Learning through Landscapes](#)	1,4
High Quality Teaching including effective deployment of LSAs	[Teaching Assistant Interventions | EEF](#) [High-quality teaching | EEF](#)	1-3

Budgeted cost: £2750 + income from Outdoor Learning Grant of £500

Targeted academic support

"Early, targeted language support delivered in small groups or one-to-one improves communication and later attainment." EEF

Activity	Evidence that supports this approach	Challenge number(s) addressed
MIND Workshops	[Child mental health: recognising and responding to issues | NSPCC Learning](#)	4,5
Targeted Interventions for Spotlight Children including WellComm	[Small group tuition | EEF](#)	1-3

Budgeted cost: £ 22,000 towards costs Academic Support

Wider strategies

"Wider strategies, including attendance, behaviour and wellbeing support, are essential for enabling pupils to access learning and make progress." **EEF**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy	EEF_Social_and_Emotional_Learn-ing.pdf(educationendowmentfounda-tion.org.uk) Case Study: Play Therapy for Pupils with EBSA and ACEs | One Education	4,5
Plant Pots & Wellies	Summary of Evidence: LOtC in Natural Environments - Nov 2022	4
ACL Workshops	Working with Parents to Support Children's Learning | EEF	4
Attendance Officer Services and In School Attendance incentives	The link between attendance and attainment in an assessment year Working together to improve school attendance (applies from 19 August 2024)	4,5

Budgeted cost: £19,500 + volunteers time

Total budgeted cost: £42,250

Part B: Review of the previous academic year 2024 to 2025

Measure	Outcomes for Disadvantaged pupils	Outcomes for NON disadvantaged pupils	Outcomes for whole cohort
Achieving GLD at the end of EYFS	No Pupils Identified	79%	79%
Meeting expected standard in end of Year 1 Phonics Screening Check	50%	86%	83%
Meeting expected standard in KS1 reading	60%	88%	83%
Achieving high standard in KS1 reading	20%	41%	50%
Meeting expected standard in KS1 writing	80%	79%	76%
Achieving high standard in KS1 writing	20%	25%	24%
Meeting expected standard in KS1 maths	80%	92%	86%
Achieving high standard in KS1 maths	0%	29%	7%
Meeting expected standard in KS2 reading	62%	94%	77%
Achieving high standard in KS2 reading	0 %	22%	15%
Meeting expected standard in KS2 writing	75%	83%	83%
Achieving high standard in KS2 writing	0%	5%	3%
Meeting expected standard in KS2 maths	50%	78%	73%
Achieving high standard in KS2 maths	12.5%	6%	8%
Attendance	92%	95%	95%

Externally provided programmes

Programme	Provider	Resources & Capacity
Lexia	LexiaUK	Significant IT equipment spends required
Nessy	Nessy	Significant IT equipment spends required
TT Rockstars	Maths Circle LTD	Math's Leader additional leadership time for competition and analysis of heat maps.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	*Pre teach and Reteach sessions include service children where and when appropriate to reduce gaps for Literacy and Maths. Where appropriate Play Therapy sessions were in place for 8- 12 weeks.*
What was the impact of that spending on service pupil premium eligible pupils?	*Young Voices Choir included service pupil premium eligible pupils*

Further Information

Harlowbury Primary School invests in inclusive provision that promotes wellbeing, engagement and sustained participation in learning.

- ***Wellbeing and Enrichment Clubs***
  Breakfast and after-school provision supports attendance, routines, social development and emotional wellbeing, enabling pupils to access learning consistently.

- ***Specialist SEND and Speech & Language Support***
  Through Essex County Council Enhanced Provision Team and the NET Trust SEND Team, pupils access specialist expertise in ASD, SpLD and Speech and Language, reducing barriers to communication, regulation and curriculum access.

- ***Curriculum Enrichment and Cultural Capital***
  Partnerships with organisations such as BBC Ten Pieces, Rock Steady Music, the Royal Opera House and Sadler's Wells East broaden pupils' experiences, strengthen language and oracy, and increase engagement with learning.

- ***Rock Steady Music Programme***
  The Rock Steady music programme to support inclusive practice by building pupils' confidence, resilience, teamwork and sense of belonging through structured in-school band sessions.

- ***Lunchtime Wellbeing Provision***
  A calm, structured space supports emotional regulation, positive behaviour and readiness for afternoon learning.

- ***Now Press Play***
  Immersive audio learning enhances engagement, vocabulary development and access to the curriculum, supporting pupils to think, reflect and articulate ideas.

These approaches ensure disadvantaged pupils feel safe, supported and included, contributing to improved attendance, behaviour, engagement and learning outcomes.