Harrow Lodge Primary School Pupil premium strategy statement

School overview

Detail	Data
School name	Harrow Lodge Primary School
Number of pupils in school	452 (October 2024) 453 (October 2025) 447 (October 2026)
Proportion (%) of pupil premium eligible pupils 2024/2025 2025/2026 2026/2027	29% (129) 27% (122) 22% (98)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024, reviewed September 2025, reviewed September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Lynette Searle
Pupil premium lead	Michelle Clarke
Governor / Trustee lead	Sarah Cole - Governor

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 2024/2025 2025/2026 2026/2027	£186,480 £187,000 £182,900
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 2024/2025 **2025/2026** **2026/2027**	£186,480 £187,000 £182,900

Part A: Pupil premium strategy plan

Statement of intent

At Harrow Lodge Primary we are an inclusive school and our intention is to provide an inspiring and inclusive teaching and learning environment. We believe that the highest possible standards can only be achieved by having the highest expectations of all our learners. Our ultimate objective is that no child is left behind socially, or academically because of disadvantage. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

The percentage of pupils eligible for pupil premium at Harrow Lodge is higher than the national average of 25.6% for 2023/2024 (25.7% 2024/2025). Our Pupil Premium Strategy aims to address the main barriers our children face through rigorous tracking, careful planning and targeted support and intervention. This will provide all children the access and opportunities to enjoy academic success and prepare them well for the next stages in their learning and life.

Challenges

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

Challenge number	Detail of challenge
1	On entry Reception Baseline levels for all areas of development are lower than national data, particularly in literacy skills and for girls. This slows reading progress in subsequent years.
2	Pupil premium children have lower literacy levels across the school, particularly in reading. Oral language skills are lower for PP pupils than for other pupils and parents are not always able to support their children with home learning due to their own experiences of education.
3	Ensure that there is an equality of opportunity for all PP children E.g. access to quality first teaching, STEM opportunities, music opportunities and equal access to trips, visitors and other curriculum enrichment programmes such as clubs.
4	Not all families prioritise attendance and the attendance and punctuality of PP children is lower than other pupils. There is a higher record of persistent absenteeism in PP children. This results in their development being delayed and academic achievement impeded.
5	There is a lack of confidence and low self-esteem when approaching learning and pupils eligible for PP, particularly girls, have lower aspirations for their future, reducing their motivation and commitment to learning.
6	Pupils have limited experiences beyond their home life and immediate community due to a lack of sufficient funds at home.
7	21% of our PP children also have special educational needs, with 16% on SEND support and 5% in receipt of an EHCP.
8	Children experience a range of social and emotional and mental health issues.

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. Improve reading/phonic skills for PP pupils in KS1 and EYFS.	• Pupils eligible for PP in EYFS and KS1 make rapid progress from their very low starting points to meet end of year reading expectations. • Through tracking of individual progress and attainment, targeted resources are given to parents to use at home. • Better vocabulary acquisition results in increased oracy skills in the early years and KS1.
2. Higher rates of attainment in reading for pupils eligible for PP.	• Pupils eligible for PP achieve expected outcomes in line with Non PP pupils by the end of Key Stage 1 and 2 in reading as measured by internal teacher assessment. • Gaps between Reading for PP pupils and Non PP pupils is reduced.
3. All pupils make progress, catch-up on missed prior learning and demonstrate increased confidence in class.	• Pupils eligible for PP make accelerated progress to narrow the gap in attainment between PP and Non PP pupils. • Pupil Progress meetings identify target children to focus on with catch-up intervention programmes.
4. Increased attendance rates for pupils eligible for PP. For attendance to be good compared to national attendance (96%) and to reduce the number of PP children who are persistently absent.	• Supportive relationships are developed with families which is shown through increased engagement with the school. • Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. • Uptake for Breakfast Club increases. • Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed.
5. Develop increased confidence and self-esteem in identified PP pupils, with a focus on girls, which will impact positively on their learning. PP pupils are aware of the opportunities that are available to them, increasing their aspirations for the future.	• Disadvantaged pupils will confidently approach all aspects of their learning. • Disadvantaged pupils will develop resilience when faced with challenges in their learning. Their books will show a greater amount of challenges attempted. • Pupils eligible for PP are targeted for cross school competitions and events, particularly the more-able PP children.
6. Increase disadvantaged and all Pupil Premium pupils' experiences, particularly girls, beyond their home life and immediate community to increase their cultural capital. No PP pupil misses an activity or experience due to economic reasons.	• Funds are identified to ensure that key activities are accessed by all PP pupils. • Art and sports activities reduce negative cultural capital for disadvantaged children. • Pupils eligible for PP take up the offer of a free after school club.

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: 2024/2025 – £44,864.50
Budgeted cost: 2025/2026 - £46,666.00
Budgeted cost: 2026/2027 - £48,125.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	This is fundamental in the progress of all our children. Teachers are monitored by the SLT on a regular basis through planning scrutinies, professional dialogue and learning walks to ensure that high standards are maintained across the school.	1 2 3
Ongoing CPD on RWInc to improve phonics teaching and the teaching of reading. Subscription to Ruth Miskin Website plus replenishing resources	A consistent and systematic approach to teaching phonics has proven to improve children's attainment in phonics and reading. Since adopting RWInc in 2016 we have seen a marked improvement in Year 1 Phonic Screening results. All adults delivering the programme need to ne kept up to date with training and developments. *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics*	1 2 3
Release time for subject leaders to provide relevant CPD and resources to improve the quality of the curriculum for all learners. Cover teacher salary	Monitoring of teaching and learning identifies curriculum strengths that impact pupil premium the most.	2 3
Professional development on evidence-based approaches, with a strong focus on using strategies in WalkThrus to enhance teaching and learning. (staff meeting time)	Effective teaching is achieved through positive experiences of CPD. Good quality professional development allows staff to build knowledge and teaching techniques leading to embedded practice and motivated staff. ***(EEF)***	1 2 3
Provide revision homework books for Year 5 and 6 to provide additional academic support at home.	Providing homework and revision books, rather than online tasks, ensures that children from disadvantaged backgrounds will be able to access the additional support regardless of any difficulties they may face in accessing technology at home.	2 3

2025-2026 ***Tongue Fu Talking Oracy project started*** ***CPD for teachers in delivering the project*** ***2026-2027*** ***Tongue Fu Talking Oracy training continued through CPD sessions***	Literacy is important across the curriculum, and oral language approaches can support literacy. There may be wider benefits to oral language approaches outside of educational attainment. For example, some studies report improved pupil attitudes, attention, self-regulation or confidence. *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions*	2 5

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

Budgeted cost: 2024/2025 - £57,787.85
Budgeted cost: 2025/2026 - £64,021.40
Budgeted Cost: 2026/2027 - £61,633.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths intervention using Dynamo Maths for targeted children in Years 2-6 who are working just below expectation. (Dynamo Maths Subscription fee + 1 x TA daily ****amendment for 2025/2026 – Dynamo Maths subscription has been replaced with First Class Number (KS1) and Every Child Counts (KS2) maths intervention programmes***	EEF *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition* Internal tracking showed that children who have received the Dynamo maths intervention made progress in maths, particularly in their number skills. ****amendment for 2025/2026 – although Dynamo Maths has been working well we have decided to adopt a more focussed TA led intervention going forward. We trialled the two interventions in the summer term for both KS1 and KS2 and trained two TAs in delivering the intensive interventions. Three children at a time will receive a 10-week intervention programme based on improving number fluency.***	3
Reading interventions focussing on comprehension skills and reading stamina. Subscription for Literacy Gold reading intervention to be used across the school	Literacy Gold has had a significant impact in increasing the reading ages and reading fluency speeds of children who took part in it last year.	
Two trained TA's to carry out RWInc 1:1 tutoring in KS1 during the afternoons	1:1 Tutoring in RWInc has helped to target children who were at danger of not passing the Year 1 PSC. Daily intervention proved successful with 83% of children reaching the standard in 2024 and 85% in 2025.	

5% of SENCO salary to support the 21% of SEN children who are in receipt of Pupil Premium *__2025-2026 update – we now have 46% of our SEN children also in receipt of Pupil Premium__ __*2026-2027 update – 41% of our SEN children are also in receipt of Pupil Premium__	Our SENCO works closely with teachers to ensure that teaching is adapted to meet the needs of all the children in the class with additional needs. All SEND children make good progress throughout the school with 17% of the children who are both SEN and PP made better than expected progress last year.	

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

Budgeted cost: 2024/2025 - £80,745
Budgeted cost: 2025/2026 - £74, 106
Budgeted cost: 2026/2027 - £72,293

Activity		Evidence that supports this approach	Challenge number(s) addressed
Mental Health Champion scheme bought in for Year 4 and 5 __*Bronze award achieved 2024/2025. We are now working towards the silver award this year.__ School to work towards the Mental Health award __*Silver mental Health award achieved in Oct 2024__ Children to gain their Social Impact Award *__Award achieved each year, currently in our third year__		Children will have a more positive attitude to learning and increased well-being. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5 8
All pupils eligible for Pupil Premium are offered the chance to learn an instrument in school.		EEF *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation*	5 6
Behaviour Lead (ELSA) Behaviour/counselling support through 1:1 meetings and small group activities with behaviour lead.		EEF *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions* Vulnerable children have a safe place to discuss their emotions and feelings. Strategies are given to these children to help them concentrate in class and they are	5

		better able to cope with how they are feeling. The children are emotionally and socially able to access all aspects of the curriculum.	
Purchase of Partnership Learning attendance officer. Breakfast Club supplement for PP pupils. Breakfast Club salaries Invite parents in to discuss potential barriers with PP lead.		Pupils eligible for Pupil Premium have a higher rate of absenteeism than Non-PP children. There is also a higher level of lateness with PP children. The attendance officer has proven to be successful in the past when working with specific families who have dis-engaged with school for various reasons. We have found that many PP children come to school without having breakfast due to running late or lack of funds. Offering all children free attendance at the Breakfast Club will help to alleviate this. EEF *https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision*	4
Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that all children have access to enrichment activities. Pupils eligible for Pupil Premium receive discount towards the Year 6 residential. Pupils eligible for Pupil Premium are offered one free after school club a week.		Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children. We want to ensure that all children are getting access to all areas of the curriculum, including after school clubs.	6
World of Work activity week arranged for KS2 to allow children to explore wider opportunities in the workplace. ***2026-2027 update- due to budget restraints we have decided to not purchase the World of Work this year and will have our own careers week***		*EEF Employer Engagement in Education* • *Pupils often gained something new and distinct from their engagements with employers* • *They were highly attentive to the views expressed by employers on the value of education and qualifications* • *Employer engagement impacts on achievement primarily through increasing pupil motivation* • *The greatest impact can be expected among middle and lower level achievers – as high achievers are commonly highly motivated already' (Mann and Dawson, 2014, p. 4).* Through the World of Work programme, the children will have the opportunity to explore various job opportunities, visit different workplaces and talk with employers.	3 5 6

Total budgeted cost: 2024/2025 - £183,397.40

Contingency: £3,082.60 (In 2024/2025 this money was spent on hiring in a mental health consultant to improve wellbeing and school anxiety for all our children. He carried out parent workshops and inset for staff and Year 6 workshops on transition to Year 7)

Total budgeted cost: 2025/2026 – £184,793.40

Contingency: £2,206.60 (In 2025/2026 this money was again spent on hiring in a mental health consultant as previously done. This year he also carried out workshops for new EYFS parents on anxiety and helping their children have a good start to school.

Total budgeted cost: 2026/2027 – £182,051.00

Contingency: £849

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025 to 2026

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Our focus on strong starts in EYFS has resulted in 78.3% of pupils achieved GLD – a 4% increase on last year. 72.7% of PP pupils achieved GLD, a huge increase form 44% last year. This equates to 3 PP children not meeting GLD and these children will continue to receive extra support in year 1.
Early reading and phonics continue to improve. Our internal RWInc phonic screening data shows that 72% of children are on track with their phonic development in EYFS, an increase from 54% at the end of the autumn term. The children will continue working in small groups following the RWInc programme in Year 1.

Phonic screening outcomes in Year 1 demonstrate the impact that the focus on delivering a high-quality phonics programme has had. At the end of Year 1 85% passed the phonic screening test (75% PP). At the end of Year 2 95% of children passed the phonic screening test (100% PP) The focus on training staff to deliver good quality phonic teaching and targeted 1:1 intervention will continue in 2026/2027.

KS2 data
There were 22 children eligible for pupil premium in Year 6
59% met or exceeded ARE in reading (4% below 2025 national figure of 63%)
64% met or exceeded ARE in writing (5% above 2025 national figure of 59%)
64% met or exceeded ARE in SPaG (no national figure for disadvantaged SPaG)
73% met or exceeded ARE in maths (12% above the 2025national figure of 61%)

Attendance
Attendance, has continued to be a priority for all children. Overall attendance for 2025-2026 was 95.1%. Our persistent absence was 11.9%. Pupil Premium attendance for the last academic year was 92.3%, with PP persistent absence being 22.8%. Our PP attendance figures have been largely influenced by 1 PP child in Year 6 who was a school refuser and had an end of year attendance of 11%.
We have continued to meet fortnightly with our trust attendance officer to look at children with below 90% attendance, held weekly meetings for years 5 & 6 with the head teacher and deputy head teacher and carried out whole school attendance initiatives. These initiatives will continue into 2026-2027.

Wider strategies
56% of pupil premium children took up the offer of a free after school club during the academic year 2025-2026. This is compared to 52% of non-PP children taking up a club. This is an increase on the previous year (43%) but is still something that we would like to increase further in 2026-2027. We will continue to send out personal letters to remind parents that they are entitled to 1 free club a term, particularly targeting years 3 and 4 which have the lowest take up.