

# **Harrington Hill Primary School Pupil Premium and Recovery Premium Strategy 2024-2027**

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year (and recovery premium funding) to help improve the attainment of our socio-economically disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Harrington Hill Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Geraldine Fitzmaurice Executive Headteacher
Pupil premium lead	Geraldine Fitzmaurice
Governor	Simon Brandon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,140
Recovery premium funding allocation this academic year	£5,366
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121, 506

# Part A: Pupil premium strategy plan

## Statement of intent

We are committed to ensuring excellence for all, but especially for our most vulnerable pupils. Our intention is that all disadvantaged pupils, irrespective of their starting points and backgrounds receive high quality teaching and learning that enables them to achieve well across all areas of the curriculum and at least as well as their non disadvantaged peers. We will ensure that we have high aspirations for all vulnerable pupils and avoid making assumptions, instead using robust assessment procedures to identify and address pupils' individual needs. The focus of our pupil premium strategy is to provide the appropriate provision for pupils who belong to vulnerable groups, including those who are socially and economically disadvantaged, so they achieve their full potential. We will focus on building the pedagogical and subject-specific knowledge of all of our staff as high quality teaching is proven to be the most effective tool for raising attainment and closing the disadvantage attainment gap. Reading is at the heart of the curriculum and being able to read fluently supports attainment and achievement across all subjects now and in the future.

Our key objectives are to:

- ensure every class is taught by a highly effective teacher and every teacher is supported to keep improving;
- remove barriers to learning created by poverty, family circumstances and other social disadvantages identified by the school;
- accelerate progress for all pupils and in particular vulnerable pupils and ensure access to a rich, broad and balanced curriculum;
- ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- develop pupil's ability to communicate effectively in a wide range of contexts;
- enable pupils to have good mental health and develop resilience;
- ensure all pupils access a wide range of enrichment opportunities to develop their knowledge, curiosity and understanding of a changing world.

Our strategy is also integral to wider school plans for education recovery, including in its targeted support through small group and 1:1 interventions, as well as school based tutoring for pupils whose education has been worst affected by the Covid Pandemic in 2020-2021.

Our approach will be responsive to common challenges and individual needs and will be allocated following a needs analysis which will identify priority classes, groups or individuals.

To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what they can achieve.

## Challenges

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

Challenge	Detail of challenge to revisit wording
1	Assessments, observations, and discussions with pupils indicate that they start school with a lower level of attainment in reading, writing, mathematics and oral language skills.
2	Many of our disadvantaged pupils begin school with less exposure to formal spoken English.
3	A lack of early language skills and access to a wide range of books may impact on their ability to read confidently and fluently.
4	Many families live in cramped, overcrowded households which limit their ability to access materials and experiences supportive of educational success.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils are negatively impacted due to the impact of COVID-19, partial school closures and the loss of direct teaching. These findings are supported by national studies.
6	Our assessments, observations and discussions with pupils and families have identified difficulties due to rising levels of poverty and the high cost of living experienced by many families, which act as a barrier to providing a wide range of opportunities.
7	Our attendance data continues to indicate that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (approximately 1.5% gap).

## 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 ensure that disadvantaged pupils achieve at least in line with all pupils	<ul style="list-style-type: none"> <li>% of pupils reaching the expected standard in line with other pupils nationally</li> </ul>

nationally in all statutory assessments at the end of EYFS and KS2	<ul style="list-style-type: none"> <li>● progress of disadvantaged pupils in EYFS is accelerated to close the gap between baseline assessments and the end of reception</li> <li>● progress of identified disadvantaged pupils is at least good due to high quality teaching and targeted intervention</li> </ul>
To increase the proportion of disadvantaged pupils who achieve greater depth at the end of KS2	<ul style="list-style-type: none"> <li>● data collection points in December, April and June show good progress of disadvantaged pupils attaining the higher standard</li> <li>● Year 6 data meetings demonstrate progress for individuals through book looks and data analysis</li> </ul>
To improve oral language skills among disadvantaged pupils	<ul style="list-style-type: none"> <li>● assessments and observations indicate significantly improved oral language skills among disadvantaged pupils (when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments)</li> </ul>
To improve reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>● KS2 reading outcomes for the next three years show that disadvantaged pupils are exceeding the national average.</li> </ul>
To address the gap in cultural capital through enriched learning experiences that support the curriculum and life chances of disadvantaged pupils	<ul style="list-style-type: none"> <li>● Learning walks show that disadvantaged pupils perform in line with their peers</li> <li>● Pupil voice evidences a growing understanding of the world</li> <li>● Provision of a wide range of experiences, visitors and extra-curricular activities accessed by disadvantaged pupils</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from pupil voice and teacher observations</li> <li>● a reduction in poor behaviour incidents and pupils subject to behaviour support plans, no exclusions</li> <li>● an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To improve attendance for all pupils	<ul style="list-style-type: none"> <li>● data that indicates that the gap between disadvantaged and non-disadvantaged pupils has been closed (both overall and persistent absence).</li> </ul>

## Activity in this coming 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 (CPD, recruitment and retention)

Budgeted cost: £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support Quality First Teaching across the school to support all groups of pupils but particularly those who are disadvantaged and/or SEN</p> <p>Training and release time across the curriculum to develop teacher subject knowledge of effective strategies to ensure pupils make good or better progress from starting points</p> <p>Training in adaptive teaching principles, metacognition and dialogic teaching</p>	<p>‘Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.’</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1 2 3
<p>Release time for subject and phase leaders to provide additional mentoring support for recently qualified teachers and new to the school induction in order to ensure consistency in outcomes for all pupils</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335707/Great-professional-development-which-leads-to-great-pedagogy-nine-claims-from-research.pdf</a></p> <p>there is currently 1 ECT and 1 new to the school</p>	1 2 3
<p>Release time for subject leaders to continue to develop a broad and balanced curriculum which is responsive to the needs of all pupils (medium term planning materials for all teachers)</p>	<p>‘Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.’</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1 2 3
<p>Home reading books and topic books to be regularly replenished to ensure pupils access high quality texts</p>	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure</p> <p><a href="https://literacytrust.org.uk/research-services/research-reports/exploring-literac">https://literacytrust.org.uk/research-services/research-reports/exploring-literac</a></p>	1 2 3 4

<p>across the breadth of the curriculum</p> <p>Teacher training to embed the teaching of reading comprehension strategies</p>	<p><a href="#">y-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-to-air-use-and-access-school-libraries/</a></p>	
<p>Continued implementation of RWInc and ongoing support from our local reading hub for subject leader coaching and teacher training</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Implementation of mastery learning</p> <p>We will fund teacher release time to embed key elements of guidance in school</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1
<p>Weekly teaching assistant training to enable targeted intervention to ensure effective rates of progress for lowest attaining 20% to catch up quickly</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>TAs delivering targeted interventions in small groups or 1:1 show a positive impact on rates of progress when delivered in a structured setting with high quality support and training</p>	1 3
<p>Improve the quality of social and emotional (SEL) learning and in-class support for those most at risk of exclusion</p> <p>SEL approaches will become embedded into routine educational practices and supported by professional development and training for staff in attachment and trauma based practice</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 and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4 5 6

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

Budgeted cost: **£50 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of NELI (Nuffield Early Language Intervention) in Early Years to improve listening, speaking and vocabulary skills for disadvantaged pupils</p> <p>Additional time for Speech and Language therapist</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local reading hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Providing a blend of small group and tutoring for pupils most at risk of underachievement</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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>5</p>

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

Budgeted cost: **£20,506**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: theatre visits and other school trips, subsidised residential visits for those in receipt of the pupil premium grant	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	4 6
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> This will involve training and for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Subsidised extended day, including After-School Club, Breakfast club and extra-curricular club offer for disadvantaged pupils	Before and after school programmes with a clear structure, a strong link to the curriculum, and well qualified staff are more clearly linked to academic benefits than any other types of extended hours provision (EEF 2021)	4 6
Individualised behaviour support for pupils who find it difficult to self regulate and collaborate effectively with their peers	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 and relationships with peers): <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	6 7

**Total budgeted cost: £ 120, 506.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Nationally in 2022, the gap between disadvantaged and non-disadvantaged pupils was at the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic had a greater impact on disadvantaged pupils. Nationally, the gap in attainment between disadvantaged pupils and non-disadvantaged pupils remains stubbornly wide, and more families are falling below the poverty line as a result of the cost-of-living crisis. Just over 2.2 million pupils (24.6%) were eligible for Pupil Premium funding in January 2023, an increase of around 2% on the previous year. Recent data evidences a growing number of pupils (51%) eligible for the funding at Harrington Hill.

In 2024 KS2 SATs, 40% of Year 6 pupils at Harrington Hill were identified as receiving free school meals. (National figure 31%).

	RWM+	RWM GDS	Reading EXS+	Reading GD
HH Not FSM	94%	22%	94%	50%
HH FSM	67%	0%	67%	17%
National Not FSM	67%	10%	79%	33%
National FSM pupils	45%	3%	62%	18%

In 2024 at the end of the Early Years Foundation Stage, 35% of Reception pupils at Harrington Hill were identified as receiving free school meals. This is nearly double the national figure of 18%

	GLD
HH Not FSM	92%
HH FSM	57%
National Not FSM	72%
National FSM pupils	52%

In the Year 1 phonics check 100% of FSM pupils (6 pupils) passed the check compared to 67% of non-free school meals pupils.

Harrington Hill data is based on very small numbers of pupils.

The school continued to effectively plan for and use both the pupil premium and recovery premium funding in 2023 -24 to improve pupil outcomes at Harrington Hill. The teaching of phonics and early reading continues to be a priority for the school and has been underpinned by high quality training and CPD for teachers and support staff throughout the academic year. External reviews of provision ensure that the school is held to account and identified pupils make accelerated progress.

The school has invested in high quality books to ensure that children are able to practise key skills at home and develop a love of reading. 81% of all Year 1 pupils passed the phonics screening check in June 2024, with 100% of PPG pupils passing the check.

Early language intervention and support groups have had a positive impact in the early years with rising levels of attainment in communication and language. 85% of Reception pupils in 2024 and 2023 achieved age related expectations for 'Communication and Language' compared with 67% in 2022., though the gap between disadvantaged and non-disadvantaged pupils needs to narrow.

The use of small group and 1:1 teaching has had a positive impact on children in upper key stage two who have received additional out of hours teaching to address gaps in learning.

The school has continued to place a very high importance on attendance since school closures and has utilised the support of an Education Welfare Officer through an external company to ensure any families where children have less than 97% attendance are closely monitored with attendance action plans being put in place where needed to reduce persistent absence figures. Pupils and families have been well informed and supported to get their children into school on time and attendance and late figures have improved for PPG pupils.

The school continues to build and expand its enrichment offer in order to ensure that all pupils have the cultural capital they need to be successful. Subsidised residential trips, workshops, visits and trips form part of the rich curriculum offer, alongside the use of specialist services to support the emotional regulation of some of our more vulnerable pupils.