



Harrington Hill Primary School Pupil Premium and Recovery Premium Strategy 2025-2028

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Harrington Hill Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers	2024/2025-2027/2028
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Rebecca Kennedy Headteacher
Pupil premium lead	Pete Brodie Deputy Headteacher
Governor	Simon Brandon Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120 506.00
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	£120 506.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of the challenges they face receive high quality teaching and learning that enables them to make good progress and achieve highly across all areas of the curriculum.

The focus of our pupil premium strategy is to provide the best provision for pupils who belong to vulnerable groups, including those who are socially and economically disadvantaged, who have a social worker and are young carers 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

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;
- ensure disadvantaged pupils are challenged in the work they are set;
- act early to intervene at the point need is identified.

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.

In September 2025, Harrington Hill opened its Autism Resourced Provision (ARP) for 12 pupils and admitted new children from a closing school, significantly increasing the number of pupils with SEND/EHCP.

Challenges

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

Challenge	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that they start school with underdeveloped oral language skills and vocabulary gaps.
2	A lack of early language skills and access to a wide range of books can impact pupil's ability to read fluently and access the curriculum as a whole.
3	Tackling underachievement in maths is a whole school priority for all; including disadvantaged pupils.
4	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 and impact pupil wellbeing.
5	Our attendance data continues to indicate that attendance among disadvantaged pupils is lower than that for non-disadvantaged pupils.

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
Improved oral language and vocabulary acquisition among disadvantaged pupils	<ul style="list-style-type: none">• progress of identified disadvantaged pupils is at least good due to high quality teaching and targeted intervention. Evidence including assessments, observations, engagement in lessons, book scrutiny.

To improve maths attainment among disadvantaged pupils	<ul style="list-style-type: none"> • KS2 maths outcomes in 2027-28 show that the proportion of disadvantaged pupils at the expected standard is in line with or above the national average for all pupils.
To improve reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> • KS2 reading outcomes in 2027-28 show that the proportion of disadvantaged pupils at the expected standard is in line with or above the national average for all pupils.
To sustain high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing by 2027-28 demonstrated by:</p> <ul style="list-style-type: none"> • a reduction in poor behaviour incidents and pupils subject to behaviour support plans, no exclusions; • an increase in participation in enrichment activities. <p>Evidence including qualitative data from pupil, parent, staff voice.</p>
To improve attendance for all pupils	<ul style="list-style-type: none"> • data that indicates that the gap between disadvantaged and non-disadvantaged pupils has been closed (both overall and persistent absence).

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 have a special educational need and are disadvantaged</p> <p>Training and release time across the curriculum to develop teacher subject knowledge of effective inclusive strategies</p> <p>Training in adaptive teaching principles 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 the top priority for any pupil premium spend.’</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</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>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</p> <p>there is currently 3 ECTs and 2 new to the school</p>	1 2 3
<p>Release time for subject leaders to continue to develop the school curriculum and to complete national professional qualifications</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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</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>https://literacytrust.org.uk/research-services/research-reports/exploring-literacy</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>y-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-their-use-and-access-school-libraries/</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Implementation of mastery and fluency lessons</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>

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

Budgeted cost: £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional time for Speech and Language therapist	<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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local reading hub.	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Providing a blend of small group and tutoring for pupils most at risk of underachievement	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2 3

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: **£21 000**

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	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4
Embedding principles of good practice set out in the DfE's Improving School Attendance 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.	5
Subsidised extended day, including After-School Club and extra-curricular club offers 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 5
Individualised behaviour support for pupils who find it difficult to self regulate and collaborate effectively with their peers, including art therapy sessions	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6 7

Total budgeted cost: £ 120, 506.00

Part B: Review of outcomes 2024-2025

Pupil premium strategy outcomes

Pupil Premium funding at Harrington Hill Primary School has contributed to:

- Strong overall outcomes for PPG pupils, especially by the end of KS2
- Narrowing attainment gaps in core subjects
- Higher proportions of disadvantaged pupils achieving Greater Depth in Writing and Maths at the end of KS2
- Improved language and early reading outcomes due to consistently strong teaching
- Enhanced wellbeing, engagement, and attendance for targeted pupils

While PPG pupils achieve well overall, those not meeting expected standards typically do so due to compound disadvantage—most often the intersection of PPG status and SEND.

Early Years Foundation Stage (EYFS)

A significant proportion of Reception pupils (61%) were eligible for Pupil Premium. The school placed strong emphasis on oral language development, high-quality early reading instruction and pupils social and emotional development.

Good Level of Development (GLD)

- **PPG pupils:** 79%
- **Non-PPG:** 89%

Although the attainment gap remains, the strong GLD outcome for PPG pupils reflects the positive impact of early interventions, particularly those focused on vocabulary acquisition, spoken language skills and early reading strategies. Some PPG pupils entered Reception with lower communication and language baselines, and targeted speech-and-language enrichment supported accelerated progress.

Half of the Year 1 cohort (50%) were PPG. Systematic phonics teaching delivered by well-trained staff and 1:1 tuition formed key spending priorities.

- **Phonics Screening Check:**
 - **PPG pupils:** 73% (**national PPG 67%**)
 - **Non-PPG:** 100%

Targeted phonics interventions improved decoding skills for disadvantaged pupils, though the gap persists. The school's investment in staff training and fidelity to a single synthetic phonics programme strengthened consistency and will continue to be implemented.

Key Stage 2 – Year 6 Outcomes

52% of Year 6 pupils were PPG. Disadvantaged pupils attained well across subjects, performing broadly in line with their peers and exceeding them in several measures—particularly at Greater Depth.

Attainment PPG (compared with Non-PPG) (national PPG)

RWM combined: 67% (69%) (47%)

Reading: 80% (77%) (63%)

Reading Greater Depth: 33% (38%)

Writing: 73% (77%) (59%)

Writing Greater Depth: 27% (15%)

Maths 67% (69%) (61%)

Maths Greater Depth 33% (15%)

These strong outcomes demonstrate the impact of high-quality teaching and targeted support. Investment in teacher development ensured that disadvantaged pupils benefited from expert instruction, adaptive teaching strategies and well sequenced curriculum delivery.

High-quality Teaching for All

Sustained investment in professional development ensured that all pupils, were taught by highly skilled teachers. This strategy had a clear impact in KS2, where gaps narrowed and PPG pupils in some subjects outperformed their peers.

Development of Oral Language Skills

Whole class and group interventions focusing on language acquisition, vocabulary enrichment, and structured talk supported accelerated progress for disadvantaged pupils, contributing to the strong GLD outcomes for PPG children.

Reading Programme

Adoption of a consistent phonics scheme alongside 1:1 tutoring, investment in books and staff training improved early reading outcomes. Although a gap remains at Year 1, improvements in KS2 Reading—where PPG pupils outperformed non-PPG—indicate the long-term benefit of these investments.

Attendance Improvement Strategies

While attendance remains below the national average, continued use of PPG funds to support family engagement and attendance monitoring has reduced persistent absence for many disadvantaged pupils.

Enrichment and Wellbeing Support

Funding provided access to enrichment opportunities, pastoral support, and interventions that promoted emotional wellbeing. These strategies helped improve engagement, confidence, and readiness to learn, contributing to strong KS2 outcomes.