

# Pupil Premium Strategy Statement

## Harrietsham Church of England Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our ‘disadvantaged pupils’.

For the purposes of this document, we will use the UK government definition of ‘disadvantaged pupils’ – those who are eligible for the **Pupil Premium**, meaning they've been eligible for Free School Meals (FSM) in the past six years (Ever6 FSM) or are Looked After Children (LAC) or have been adopted from care, focusing on economic and social barriers to educational success, with extra funding provided to schools to support them.

This statement 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                            |
|---|---------------------------------|
| Number of pupils in school  | 390                             |
| Proportion (%) of pupil premium eligible pupils   | 26%                             |
| 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   | December 2025                   |
| Date on which it will be reviewed   | July 2026                       |
| Statement authorised by   | Jackie Chambers<br>Headteacher  |
| Pupil premium lead  | Rebecca Evans<br>Inclusion Lead |
| Governor lead   | Simon Betts                     |

### Funding Overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year                              | £167,800  |
| Recovery premium funding allocation this academic year                           | £0        |
| Pupil premium (and recovery premium) funding carried forward from previous years | £0        |
| <b>Total budget for this academic year</b>                                       | £ 167,800 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

It is the vision of Harrietsham Church of England Primary School that all pupils, irrespective of their background or the challenges they face, will flourish during their time at the school. We aim for all children to make good progress from their starting points and to achieve as highly as they are able to across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high achievers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have been adopted from care, have experienced domestic abuse or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are considered disadvantaged by definition or not.

High-quality teaching which is fun, active and challenging is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non- disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in their learning.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Lower levels of emotional well-being and self-regulation has been observed for many of our disadvantaged children. Some children exhibit frustration and sometimes aggressive behavior, whilst others present as passive and emotional; struggling to attend school, separate from carers and engage in lessons. These factors affect their ability to engage with learning effectively.</p> <p>Teacher referrals for support remain relatively high. 42 pupils (35 of whom are disadvantaged) currently require additional support with social and emotional needs, with 28 (21 of whom are disadvantaged) receiving small group interventions.</p> |
| 2                | <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. This negatively impacts on both their receptive and expressive language and their ability to communicate at all levels. This is evident from Reception through to Year 6 and, in general, is more prevalent among our disadvantaged pupils than their peers.</p>   |
| 3                | <p>Assessments, observations, and discussions with pupils suggest that our disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 2 years, between 40 -60 % of our disadvantaged pupils have arrived below age-related expectations compared to 75-80% of other pupils. This gap narrows but remains significant to the end of KS2.</p>   |
| 4                | <p>Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 45 -55% of our disadvantaged pupils have arrived below age-related expectations compared to 75 -80% of other pupils. This gap remains steady to the end of KS2.</p>   |
| 5                | <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 10-20% lower than for non-disadvantaged pupils.</p> <p>54% of disadvantaged pupils have been 'persistently absent' compared to 15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>   |

## 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   |
|---|--|
| Higher levels of emotional well-being among disadvantaged pupils.                           | Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Using Boxall profile as a measurement tool.</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Improved progress at the end of academic year.</li> <li>• Fewer entries in the CPOMs behavior log – decreased by 40%.</li> </ul> |
| Improved oral language skills and vocabulary among disadvantaged pupils.                    | Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in book scrutiny and ongoing formative assessment.   |
| Improved attainment of disadvantaged pupils in reading.                                     | KS2 reading outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.   |
| Improved attainment of disadvantaged pupils in Maths.                                       | KS2 maths outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.   |
| To reduce persistent absence for all pupils, but particularly for our disadvantaged pupils. | Sustained high attendance demonstrated by the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% higher than their peers.  |

## 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: **£62,050**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Implementation and purchase of additional materials to ensure faithful delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>All teachers and class-based support staff will receive CPD to ensure all are trained to a high standard.</p> <p>Phonics and Reading lead separated to improve impact: Phonics Lead will co-ordinate use of SEN and rapid catch up programme to support closing of gaps. Reading lead to develop library area and reading comprehension teaching and learning.</p> <p>Support staff and teaching staff run keep up groups on a daily basis.</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> | <p>2, 3</p>                   |

|   |   |            |
|---|---|------------|
| <p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance to ensure stronger teaching for all pupils.</p> <p>Quality teacher-led small group support in UKS2 for English and Maths.</p>  | <p>High quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Preparing-for-Literacy">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>2,3</p> |
| <p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Training of Numberstacks resources to support 1:1 Maths tuition for pupils with gaps in knowledge.</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="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612227/Maths_guidance_KS_1_and_2.pdf">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="https://www.educationendowmentfoundation.org.uk/Improving-Mathematics-in-Key-Stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>                                  | <p>4</p>   |

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

Budgeted cost: **£52,390**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Subscription to language link suite of resources.</p> <p>Early identification of those who require oral language interventions through screening of all EYFS cohort.</p> <p>Delivery of Speech Link and Language Link interventions.</p> <p>CPD of new support staff in delivery of Language Link intervention.</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   EEF (educationendowmentfoundation.org.uk)</a></p>  | 2, 3                          |
| <p>Early identification of those with auditory or visual memory / processing difficulties.</p> <p>Subscription of GL assessment Lucid suite of resources.</p>  | <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.bdadyslexia.org.uk/news/asking-the-question-screening-in-primary-schools">https://www.bdadyslexia.org.uk/news/asking-the-question-screening-in-primary-schools</a></p> | 2,3,4                         |
| <p>Speech &amp; Language therapy delivered by a qualified therapist for pupils who have a specific identified need.</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   EEF (educationendowmentfoundation.org.uk)</a></p>  | 2, 3, 4                       |

|  |   |                   |
|--|---|-------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Training of support staff in use of Little Wandle keep-up and rapid catch up programmes.</p> <p>Release time of Phonics lead to ensure high quality phonics delivery.</p>  | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>2,3</p>        |
| <p>Teacher-led booster groups targeted at disadvantaged pupils who require additional support to close gaps in learning.</p>   | <p>Tuition targeted at specific knowledge gaps can be an effective method of supporting low attaining pupils in small groups.</p>   | <p>2,3,4</p>      |
| <p>Children identified and targeted for 1:1 or small group speech and language and other Maths / English interventions:</p> <ul style="list-style-type: none"> <li>• Inclusion team members trained and carry out interventions.</li> <li>• TA's trained in specialist areas to run interventions.</li> <li>• KCC STLS advise on interventions.</li> <li>• Speech therapist advice.</li> </ul> | <p>Research demonstrates that improved language and communication skills will improve reading and writing outcomes.</p> <p>WellComm and NELI both have evidence based results which indicate accelerated progress.</p>  | <p>2, 3, 4, 5</p> |

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

Budgeted cost: **£53,360**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Provide a Family Liaison Officer to support families with wellbeing, engagement with school, attendance and any other support that may be identified. This includes seeking support for external agencies.</p>                              | <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>  | 1,5                           |
| <p>Whole school Boxall Profile of children.</p> <p>Classroom strategies implemented to support children’s developmental and diagnostic emotional development.</p> <p>Purchase of Boxall classroom strategies resource for all year groups.</p> | <p>Use of Boxall Profile in primary classrooms can be used to assess pupils' social, emotional, and mental health (SEMH) needs, identifying strengths and barriers to learning, not just surface behaviors, to plan targeted interventions, monitor progress, and implement whole-class strategies for improved wellbeing, inclusive teaching, and better attainment by focusing on developmental gaps.</p> <p><a href="#">Boxall-Profile-Leaflet-2019.pdf</a></p> <p><a href="#">PRI0291 - Evidence on Primary Assessment</a></p> | 1,5                           |
| <p>School therapy dog</p>  | <p>Animals as Intervention has been proven to boost students' educational, emotional, and social development, reducing stress, improving behavior, enhancing empathy, and fostering better peer relationships, leading to improved academic engagement and a more positive school climate for both students and staff.</p> <p><a href="#">Research   The Dog Mentor</a></p>  | 1, 5                          |

|   |   |            |
|---|---|------------|
|   | <a href="#">The Impact of a School Dog on Children's Social Inclusion and Social Climate in a School Class - PMC</a>  |            |
| <p>Using Boxall profile, groups of children specifically identified and targeted strands are addressed through nurture-based interventions.</p> <p>Use of Lego based social interaction groups.</p> <p>Purchase and training in 'Socially Speaking' intervention.</p> <p>CPD training for pastoral and inclusion assistant and nurture LSA.</p> | <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Nurture groups significantly improve primary children's social, emotional, and academic outcomes by providing a secure, attachment-based environment that fills gaps in early nurturing experiences, fostering self-esteem, emotional regulation, communication, and positive relationships with adults and peers, ultimately helping them re-engage with mainstream learning.</p> <p><a href="#">Nurture Groups</a></p> <p><a href="#">CMH0087 - Evidence on Children and young people's mental health—the role of education</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | All        |
| <p>Regular activities aimed at increased parental engagement take place; these are targeted towards parents of disadvantaged pupils.</p>  | <p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>  | 2, 3, 4, 5 |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff – attendance officer - to</p>  | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p>  | 5          |

|  |   |     |
|--|---|-----|
| develop and implement procedures consistently.   |   |     |
| Ongoing training for staff and implementation of Harrietsham Lifeskills Curriculum and Personal Development Programme. | Social and emotional skills support effective learning and are linked to positive outcomes later in life. (e.g., improved academic performance, attitudes, behaviour and relationships with peers).<br><br><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> | 1,5 |
| Contingency fund for acute issues.   | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.  | All |

**Total Budgeted Cost: £167,800**

**£62,050 + £52,390 + £53,360 = £167,800**

## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils

#### Year 1 Phonics Screening:

|                             | School | National |
|-----------------------------|--------|----------|
| Pass                        | 79%    | 80%      |
| Average Score               | 32.2   | 33.4     |
| Disadvantaged Pass          | 76%    | 68%      |
| Disadvantaged Average Score | 30.6   | 30       |

#### Year 4 Multiplication Check:

|                             | School | National |
|-----------------------------|--------|----------|
| Full Marks                  | 31%    | 34%      |
| Average Score               | 21     | 20.6     |
| Disadvantaged Full Marks    | 36%    |          |
| Disadvantaged Average Score | 21     | 18.9     |

#### End of KS2 Results

|          | School | National |
|----------|--------|----------|
| Reading  | 68%    | 75%      |
| Writing  | 56%    | 72%      |
| Maths    | 50%    | 74%      |
| COMBINED | 42%    | 61%      |
| GPS      | 58%    | 73%      |

#### KS2 FSM

|          | School | Kent |
|----------|--------|------|
| Reading  | 55%    | 60%  |
| Writing  | 36%    | 56%  |
| Maths    | 36%    | 54%  |
| COMBINED | 27%    | 42%  |
| GPS      | 46%    | 51%  |

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Based on all of the information above, the performance of our disadvantaged pupils did not meet expectations, and we are, at present, partially on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the 'Intended Outcomes' section of this report above.

Our disadvantaged children outperformed National Averages for disadvantaged children in the Year 1 Phonics Screener and Year 4 Multiplication Check. However, our disadvantaged children did not perform inline with National Averages for disadvantaged children in Key Stage Two.

Our evaluation of the approaches delivered last academic year indicates that the purchase and consistent implementation of the Little Wandle scheme has had the greatest impact and this will continue into KS2. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.

This will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Recruitment of Nurture Lead, implementation and consistent delivery of Nurture groups. This is from our Communities of Schools funding model.