Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harlow Green Primary
Number of pupils in school	378 (including nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2027 (This is a continuous process but significant changes in funding provided annually means planning is focused academically.
Date this statement was published	13/10/2026 (DRAFT)
Date on which it will be reviewed	September 2027
Statement authorised by	Mustafaa Malik
Pupil Premium Lead	Mustafaa Malik / Leighanne Softley
Governor / Trustee lead	Gillian Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 192,660
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	£ 192,660

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

It is the intent of Harlow Green Primary School that children from all backgrounds are able to grow as individuals and become happy, healthy, and positive members of their community with the possibility of being successful in many aspects.

Financial disadvantage should not be a barrier to personal and academic success. It is the aim of our school that we help children and their families overcome obstacles so that these children can achieve personal and academic success through quality provision and tailored support.

How does your current pupil premium strategy plan work towards achieving those objectives?

The plan we are implementing will provide support for children to ensure that they are able to access a challenging curriculum with a positive mind-set. This will very much be focused on quality classroom provision with the addition of adult intervention for personal and academic support.

What are the key principles of your strategy plan?

Our key principles are to provide quality input from highly trained adults who can support children to feel safe and secure so that they are ready to learn which will then allow access to whole class teaching and focused interventions. This support will come in the form of the following:

- *Teachers developing their classroom practice through a deep understanding of researched-based teaching principles which will increase the effectiveness of provision for all, but especially those who require the greatest support.*
- *Teaching Assistant intervention for personal and academic development to enable all to access provision.*
- *Specialist counselling for children with greater emotional needs.*
- *Specific reading and maths intervention for children upper Key Stage 2 to support skill acquisition in preparation towards end of Key Stage assessments.*

Challenges

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

Challenge number	Detail of challenge
1	Some children demonstrate gaps in knowledge, skills and understanding. This is for various reasons such as poor working memory, lack of educational desire, absence etc.
2	A significant number of pupils' basic language skills/habits can be low on-entry. and this has an impact on a wide range of aspects such as attitude to reading, vocabulary acquisition, spelling, writing, and general comprehension.
3	Reasoning in mathematics, at the standard required, is challenging especially in relation to the level required in an assessment as, outside of the school environment, children are not used to spending such long periods of time being mentally challenged at that level. However, this is also impacted by the lack of mastering mental fluency which can be applied effectively and efficiently.

4	Low attendance rates for a number of individuals with many being from the same families.
5	Complex family backgrounds where parents/carers are struggling with various issues which lead to children not being emotionally ready for learning.
6	Parents/carers finding challenges to support at home for completing homework or activity supportive of education with a great proportion of children spending time online, especially boys (e.g. games consoles, social media)
7	Parents/carers not reading regularly with, or to, their children over a long period of time and reading is not seen as an imprtant aspect of time outside of school.
8	Children finding it increasingly difficult to attend in lessons due to a range of environmental factors including diet, sleep, and technology, as well as experiencing traumatic events.
9	The increasing complexities of children within the mainstream setting that require more than adaptive teaching which impacts not only on them as individuals but also on the wide class. This is especially the case where children's needs related to SEMH.

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
Teaching across school will have a high level of consistency in relation to strategies that support effective learning. These strategies will be employed by staff who have a developed understanding of why they are required and how best to employ them. As a consequence, knowledge is embedded for long-term learning.	• Training is attended by all. • Teachers have professional conversations using a shared vocabulary of teaching and learning. • Coaching opportunities provide time for staff to inspect their teaching and reflect upon it. • Pupils learn new material and retain this over the long-term. • Lessons engage children and support their confidence through a high success rate and clear small steps which builds their understanding systematically.
Children who demonstrate that they have gaps in learning or are falling behind will be supported through effective adult-supported intervention to enhance quality-first teaching so that they can make swift progress. Specific skills will be targeted with assessments at the end of interventions used to measure progress.	• Pupils will be involved in high quality one-to-one and small group interventions which will focus upon closing specific gaps in learning. • Teachers and Teaching Assistants will implement interventions with a high degree of effectiveness. • Children will make rapid progress in their basic skills. • The skills being supported will be applied within lessons back in the classroom. • Attainment in national assessments for PP children will be above the national average for attainment of PP children. • Children will work hard within and enjoy the intervention sessions and understand how they support their progress.
Children will display high levels of fluency in relation to basic skills in mathematics. They will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.	• Mastery teaching will build children's conceptual understanding and fluency through carefully structured learning programmes. • Interventions from teachers and TAs will focus children to embed basic skills and enhance fluency through overlearning and repetition. • Intervention through software will support the closing of gaps and provide data that staff are able to respond to. • Within lessons, children will apply their fluency to varied context and problems. • Intervention assessments/quizzes will show retention of the basic skills/ knowledge with high scores.

The attendance of Pupil Premium children will be in line with the national average at 96% or above. There will be no PP children who are persistent absentees.	• Monitoring identifies positive attendance as well as pupils where attendance is an issue. • Certificates for high attendance are provided termly to support children's self-esteem. • Communication with parents/carers clearly raises issues and expectations. • Support is provided where there are clear reasons for low attendance. • Where issues continue, referrals to Legal Intervention Team are swift.
Children will complete the homework tasks that are set on a consistent basis in order to rehearse and overlearn basic skills. Parents/carers understand the need to work with teachers so that they can support their children to complete the tasks set.	• Children who do not have access to hardware will be provided with a laptop from school. • Teachers will identify where children are not completing homework swiftly and will support them to do so. • Where there is ongoing lack of support, senior leaders will provide further support and challenge to ensure children complete work. • School will build in time around the school day to support the completion of homework tasks which will allow all children to build success.
Parents/carers will read regularly with their children at home for those in EYs and KS1 with an understanding the need to do this to support early reading.	• Phonics reading programme will be structured so that parents support reading at home weekly. • Monitoring shows that parents do read with their children. • Where parents/carers are unable to read themselves, children are provided with additional support within the school day to complete the activity. • Texts will be matched to the phonics programme carefully. • When children have completed the phonics programme and are reading higher-level books, parents/carers understand what they are to do to support with guidance provided.
Children with additional needs will have access to provision which meets their needs with resources that can support them to focus on learning activity throughout the day. This will allow teachers to deliver lessons in effectively.	• Children with additional needs will access teaching that adapts effectively and efficiently within the session to support their progress in learning the objective of the session. • Teaching Assistants will support children with additional needs, effectively, supporting them to be able to focus on work and grow in independence. • Children of all characteristics, but especially those categorised as disadvantaged, will access first-quality teaching that supports their progress in developing key knowledge across the curriculum.

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: £ *Nil*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide training and support for teachers regarding researched-based pedagogy so that they can further develop their expertise in teaching and learning.	Quality-first teaching that supports all learners to make effective progress is the key aspect for all. The need for teachers to be at their most expert is essential for provision to be able to support children who find learning the most challenging. 'Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modelling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review.' (Principles of Instruction Research-Based Strategies That All Teachers Should Know)	1, 2, 3
Implement Trauma training for all staff so that children with complex social and emotional needs are supported with consistency and understanding which allows them to make progress both personally and academically.	Over the past two decades, research into Adverse Childhood Experiences (ACEs), attachment, brain development and trauma has significantly deepened our understanding of how early experiences shape behaviour, learning and long-term health. Studies consistently show that childhood trauma can have lasting impacts on mental and physical wellbeing, particularly where stress is prolonged or unsupported. A trauma-informed approach translates this research into practice—helping professionals recognise the impact of trauma, respond appropriately, and create environments that support recovery while avoiding re-traumatisation. Trauma Informed UK	5, 6, 8, 9
Continue to provide training and support for teachers in relation to the embedding of Oracy within the curriculum.	On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged	1, 2

	pupils taking part, the more effective the intervention seemed to be. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. EEF Oral Language Interventions	
Implement training in relation to morphology to support teachers' knowledge and understanding in how children can develop spelling competency.	Grammar, Punctuation and Spelling outcomes for 2026 were far lower than usual for the school and when analysing data, it was clear that a significant number of children continued to struggle with spelling and had achieved less than half on their spelling portion of the assessment. Morphology instruction gives students an extra layer of understanding about the English language system. It gives them another tool, on top of their phonics knowledge, to help them make links between the phonological system of language (the sounds in a word) and its orthography (the spelling system used to write words). It is especially helpful when phonics doesn't clearly or easily explain why words are spelt a certain way. Literacy Hub	1, 2

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

Budgeted cost: £188,355

(Support Staff = £188,355 / DreamBox Maths Software = £4,780 –paid in 2025/2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Teaching Assistants who will be able to support teachers in the delivery of teaching within the classroom but who will also be able to implement a range of interventions.	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Research which focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1, 2, 3, 4, 6
One-to-one mathematics intervention via adaptive software programme.	Schools should focus on improvements to core classroom teaching that support all children in the class. With this in place, the need for catch up intervention should decrease. Nevertheless, some high-quality, structured intervention may still be required for some pupils to make progress. Selection	1, 2, 3, 6

	of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses. (EEF Use structured interventions to provide additional support). The access to TAs to support interventions is limited due to support of children with additional needs. Software that adapts to pupil needs has had positive impact for reading (Reading Plus), especially when scheduled outside of lesson time. Without the funding for tutoring, using software for intervention as the potential to provide the necessary additional support in a cost-effective manner.	
Continue with additional reading support through Reading Plus 4x per week.	There is a consistent body of evidence demonstrating the benefits of using structured programmes for targeted interventions. Reading Plus software focuses on two main aspects, comprehension and reading pace. Evidence from Reading Plus shows children make good progress using the software. However, as homework, children are not always supported to use this and in school time is precious. To support all children to access this regardless of context, a homework session will be designed bridging between the end of the school day.	1, 2, 5, 6, 7

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

Budgeted cost: £4,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
For children with increasing emotional needs provide access to the services of a counsellor through Kalmer Counselling.	There are a number of children who require specialist support beyond the capability of the school staff to support their personal/ emotional development. Without this being tackled, these children will not be able to focus to their optimum and achieve their potential.	5

Total budgeted cost: £192,660

Please note that there is a significant amount directed from the designated schools grant funding which is used to support the provision of children identified as disadvantaged such as subsidising school meals and educational visits, funding a Family Support Worker, providing additional staff beyond the basic ratios.

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 2024 to 2025 academic year.

Pupil Premium Outcomes at KS2

Supporting children with complex needs is a long-term journey and commitment which will not be steady progression. However, the final assessments at the end of Year 6 is a measure of how children form disadvantaged backgrounds have progressed over time, especially in comparison to similar groups nationally.

Our national data shows that children from disadvantaged backgrounds make strong progress in comparison to similar children nationally and like schools which can be seen in the following two charts.

Attainment of Disadvantaged Children

	Versus national average				Versus similar school average[1]			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)			
Reading expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)			Above (non-sig)	Above (non-sig)
Writing expected standard	Above (sig+)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)			Above (non-sig)
Maths expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)			
EGPS expected standard	Above (sig+)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)	Above (sig+)			Above (non-sig)

Progress of Disadvantaged Children

	Versus national average				Versus similar school average[1]			
	2022	2023	2026	3-year average	2022	2023	2026	3-year average
Reading progress	Close to av. (non-sig)	Above (non-sig)	Above (sig+)	Above (sig+)		Above (non-sig)	Above (sig+)	Above (sig+)
Writing progress	Close to av. (non-sig)	Above (non-sig)	Above (sig+)	Above (sig+)		Above (non-sig)	Above (sig+)	Above (sig+)
Maths progress	Close to av. (non-sig)	Above (non-sig)	Above (sig+)	Above (sig+)		Above (non-sig)	Above (sig+)	Above (sig+)

This demonstrates the consistently strong provision in school and strong partnerships that are developed with families to crate the climate in which children can feel that they belong and are ready to learn. Below are specific aspects with greater detail.

Teaching Assistant Support

Over the year, Teaching Assistants support was essential in collaboration with teachers to have a continued and significant impact on the day-to-day progress of children both personally and academically. During their work with children, Teaching Assistants have:

- provided emotional support for children with SEND and SEMH so that they feel safe and have a sense of belonging in order to access the curriculum. This has provided a climate that allows other children to focus on learning by reducing the potential of lesson disruption
- worked in class to provide encouragement and support along with scaffolding to ensure that children with additional needs can access the curriculum content through the appropriate adaptations
- delivered 1:1 interventions, based on basic skills, where children have gaps that impact upon future progress
- provided additional and focused emotional support for children with a range of issues including anxiety, bereavement, and attachment, which has enabled them to attend within lessons, regularly
- provided intensive support to work with highly dysregulated children so that their emotional state is managed successfully

The impact of such support is difficult to measure with an understanding that this has progressive impact over time towards the end of our primary school provision. Using internal data, formative assessments, and informal evaluation, the support is invaluable in creating an environment where children with additional needs and those identified as disadvantaged feel that they belong and are able to access a quality curriculum which enables them to make strong progress personally and academically, over time.

Early Years Staffing

Within Reception in 2026, the increase of adult support was necessary to ensure that the significant needs of three pupils we met whilst ensuring that resource was not withdrawn from other pupils, particularly those identified as disadvantaged. These children (33% disadvantaged) have high levels of autism which means they are non-verbal and their interaction with others is limited. However, their progress has been strong in relation to their personal EHCP targets (see SENDCo), even if they are still significantly working behind their age-related expectations.

Although data still GLD shows outcomes to be below national averages, this is impacted by children with significant SEND needs as well as children who move into school after the start of term, as well as low baselines. Additionally, there were children who were unable to achieve specific aspects at this point because of a particular area (e.g. hearing impairment, EAL) but were already achieving well across all other areas.

Tutoring/Personalised Intervention

With the removal of national funding, the personal tutoring approach the school had implemented over the past few years was not possible. Consequently, to ensure that there was personalised support for pupils in the lead up to their end of key stage assessments. The school implemented a more cost-effective IT based approach.

Reading Plus

This software had previously been used as homework with families being given the remit to manage, as much as possible, at home. The focus has been altered to use this as an additional intervention with a slight adjustment to the school day. All children in Year 5 (Summer Term) and Year 6 (Autumn and Spring Terms) have the opportunity to stay in school for an extra 10 minutes whilst school adjusts its own timetable so that a 20-minute session is available from Monday to Thursday.

Uptake for the vast majority of children has been extremely positive, and this has supported significant progress for the 2025 and 2026 cohorts both of which had been identified as being substantially impacted by absence during the pandemic.

These cohorts were not on track to meet national standards when they returned from Covid and so significant work was implemented, both through whole class teaching and in interventions with Reading Plus being core to this. Consequently, Reading outcomes have remained strong, especially for these two cohorts. In relation to disadvantaged pupils, data shows children are achieving in line with or above the national and similar group but that the progress for the 2026 cohort was significantly above the comparison groups.

	Versus national average				Versus similar school average[1]			
	2022	2023	2026	3-year average	2022	2023	2026	3-year average
Reading progress	Close to av. (non-sig)	Above (non-sig)	Above (sig+)	Above (sig+)		Above (non-sig)	Above (sig+)	Above (sig+)

DreamBox Maths

The process if identifying children who require additional individualised support outside of school time has continued but now with the implementation of software rather than tutors. The sessions have been well-attended by the majority of those identified and have significantly supported confidence and self-esteem, especially in girls who were specifically targeted.

Like with reading, the data shows that the disadvantaged group perform in line with the national average for their group. However, again in relation to the progress made, this is significantly above the disadvantaged group both nationally and with similar schools for the 2026 cohort.

	Versus national average				Versus similar school average[1]			
	2022	2023	2026	3-year average	2022	2023	2026	3-year average
Maths progress	Close to av. (non-sig)	Above (non-sig)	Above (sig+)	Above (sig+)		Above (non-sig)	Above (sig+)	Above (sig+)

Phonics

Over the last few years, consistent and rigorous delivery of Phonics has meant that children in Year 1 and Year 2 have achieved in-line with, and often above, the national average, overall.

However, in 2024 and 2025, due to the specific needs and contexts within the cohorts, the phonics outcomes were lower than usual. This included a clear gap between disadvantaged and non-disadvantaged pupils.

With continued fidelity to the Read Write Inc. programme across Easly Years and KS1, along with relentless targeted interventions, the outcomes showed strong attainment for pupils, including the disadvantaged group.

	Year 1		
	2024	**2025**	**2026**
All Pupils	73%	73%	83%
Pupil Premium	52%	46%	77%

Assessments show that this trend looks likely to continue.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Appendix 1

Below is an extract from the Pupil Premium Grant Conditions of Grant

6. Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2021; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

7. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's pupil premium guide, activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

8. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

Pupil premium: allocations and conditions of grant 2021 to 2022 - GOV.UK (www.gov.uk)

Extract from the Recovery Premium Conditions of Grant

5. Terms on which RPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school, that is, for the educational benefit of pupils registered at that school
- or the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the academic year beginning 1 September 2021. Some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

6. Use of evidence

Schools must demonstrate how their decisions on recovery premium spend are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's Pupil Premium guide activities should include those that

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

7. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. Schools are also required to include information on how they have used their recovery premium on the same template. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium and recovery premium strategy, by the end of December 2021.

Recovery premium: conditions of grant for local authorities - GOV.UK (www.gov.uk)