



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	364 (including nursery)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 (Due to only one year of funding being identified)
Date this statement was published	13/10/2025
Date on which it will be reviewed	September 2026
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	£ 200,920
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	£ 200,920

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 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 important 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 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

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

Budgeted cost: £196,615

(Support Staff = £191,835 / DreamBox Maths Software = £4,780)

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 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.	1, 2, 3, 6
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
Provide a high adult/pupil ratio in Reception in order that all children, especially PP, can be supported early to close gaps in their knowledge and understanding.	Improving adult/pupil ratios in early years settings through the use of additional adults—such as teaching assistants or support staff—has been shown to enhance outcomes, particularly for disadvantaged children. Research highlights that lower ratios improve safety, emotional wellbeing, and learning. Studies like the HighScope Perry Preschool and Abecedarian Project demonstrated long-term benefits in cognitive and social development when children received more individual attention, especially those from disadvantaged backgrounds. Systematic reviews also show that smaller group sizes and better ratios lead to higher process quality, including more positive adult-child interactions and improved prosocial behaviour. These factors are crucial for children who may lack support at home. The Education Endowment Foundation (EEF) reports that when additional adults are deployed effectively—especially in structured, targeted interventions—they can accelerate progress by up to four months per year. This impact is even greater for pupils with SEND or those facing socio-economic challenges. Moreover, better ratios reduce staff stress and turnover, ensuring more stable and nurturing	1, 2, 3, 6

	environments. Teaching assistants also play a vital role in supporting children's social, emotional, and mental health needs, which have become more pronounced post-pandemic. In summary, the strategic use of additional adults in early years settings not only improves educational outcomes but also fosters inclusion, wellbeing, and equity – making it a vital investment for supporting disadvantaged children.	
--	--	--

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: £200,920

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 2023 to 2024 academic year.

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*

Tutoring

Within the 2024-2025 academic year, the school continued with a comprehensive tutoring programme for 18 children from Year 5 and 1 from Year 6, in partnership with the local Kip McGrath team. It was identified that this additional input would focus on basic skills in mathematics due to limited funding. This would be to supplement the school's own precision intervention whilst not interfering with the important wider curriculum that all children should have access to.

We were able to organise the programme on the school site through 'before school' or 'after school' sessions (60 minutes each) which relieved the pressure on families to travel to a centre. We found that the benefits were as follows:

- *Children were highly motivated and dedicated.*
- *They felt that the programme helped them to improve which, in turn, supported confidence.*
- *Clear progress was made by all children within their intervention programme.*

The ability for children to practise and overlearn basic knowledge is key for mastering concepts and the tutoring has provided a context in which this can be achieved.

Although the assessments will inevitably take into account the progress made through teaching and other interventions within school, the outcomes were positive with all children making identified progress of at least the equivalent of 1 year within two terms.

However, the average progress for the Year 5 children in mathematics was 2 years (using the assessment system from Kip McGrath).

A place was given to one Year 6 child because they transferred to our school in September from the Scottish school system and had significant gaps in knowledge. With this tutoring, and support from home, alongside quality first teaching, progress was rapid, and they surpassed the national standard.

Of the children in the 2025 KS2 SATs cohort who were involved in Kip McGrath in Year 5 during the 2023-2024 academic year, the following reached the national standard:

- 6 out of 8 children in reading (75%)
- 5 out of 12 children in maths (41%)

The progress in reading within the tutoring was supportive of the children being prepared for Year 6 expectations and the cohort achieving results above the national averages.

It is clear that maths performance was not as successful as reading, in relation to the individual children achieving at KS2 SATs. However, the children selected were, as a group, significantly behind and were chosen to support their progress both in terms of their ability, but more importantly, in relation to their confidence. The progress made, which had been measured half termly, showed clear improvement, especially in relation to how ready they felt to undertake the assessments, which was done without stress or concern. Part of being secondary school ready is clearly being able to accept that assessments/tests are a process to undertake and that this can be done with a positive attitude – resilience was a key outcome.

Phonics – Year 1 and Year 2

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 needs within the cohort, the outcomes were lower than usual. This included a gap between those who are identified as Pupil Premium and those who are not.

	Year 1		Year 2	
	2024	2025	2024	2025
All Pupils	73%	73%	88%	90%
Pupil Premium	52%	46%	60%	

There were various factors which impacted, with the attendance and punctuality of specific pupils being an important one.

The children who have not met the expected standard are to be supported further within the phonics programme and will continue to be in daily small groups to enable their learning to embed and progress.

Basic Skills in Maths – Year 4 Multiplication Check

With regular practise in school through quality-first teaching and with supplementary interventions from Teaching Assistants and teachers, children achieved well in this assessment.

	2025	
	Mean	25/25
All	23	70%
Pupil Premium	23	65%

Of all Year 4 children, 86% achieved 20 or more out of 25 and 70% achieved full marks (National average 34%). The mean average is strong considering that the mean average nationally is 21.

School-based Tutoring

The commitment of additional teaching staff across KS2 has been a positive development in provision which has impacted the whole cohort over the last three years. Consequently, data has been at least in line with, and in some cases, above the national expectations.

HARLOW GREEN	2023	2024	2025
Reading, writing and maths % at the Expected standard	77	63	64
Reading, writing and maths % at the Higher standard	9	10	5
Scaled score reading	107	106	105
Scaled score maths	105	106	103

NATIONAL AVERAGE	2023	2024	2025
Reading, writing and maths % at the Expected standard	63	62	63
Reading, writing and maths % at the Higher standard	7	7	7
Scaled score reading	106	106	106
Scaled score maths	105	105	105

In 2025, reading outcomes were strong with 78% of pupils meeting the national standard.

Nevertheless, there was a clear gap between the attainment of pupils eligible for Pupil Premium and those who were not, which can be seen in the table below (although the group did relatively well in comparison to the Pupil Premium group nationally).

Group	EXS+				GDS				EXS+	GDS
	Reading	SPaG	Maths	Writing	Reading	SPaG	Maths	Writing	RWM	RWM
Harlow Green	78%	75%	69%	69%	36%	32%	22%	5%	64%	5%
Pupil Premium	63% (63%)	58%	50% (61%)	54% (59%)	33%	29%	17%	0%	46% (47%)	0%

Highlighted percentage is the national average for Pupil Premium

Taking into account the starting point for all of these children after returning from the pandemic closures, this result was generally positive, and one to build from for future cohorts.

A key factor that impacted children eligible for Pupil Premium remains low attendance. Where a number of children did not meet the standard (by 1 or two marks) there were historical issues of absence. Further work has to be done to challenge this from Early Years/KS1 through the attendance processes.

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 \(www.gov.uk\)](https://www.gov.uk/pupil-premium)

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](https://www.gov.uk/pupil-premium) 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 \(www.gov.uk\)](https://www.gov.uk/government/publications/recovery-premium-conditions-of-grant-for-local-authorities)