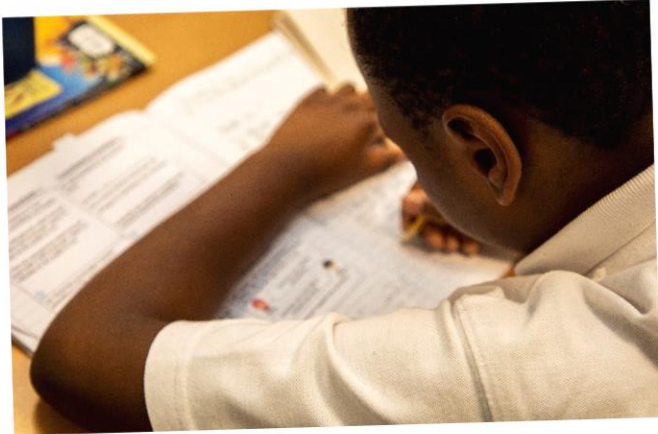


Harlaxton CE Primary School Pupil Premium Strategy Statement 2024-25



TOGETHER



WE CAN!



Harlaxton CE Primary School
Pupil Premium Strategy Statement 2024-25



This statement details our school’s use of the funding for Pupil Premium and Recovery Premium to help improve the attainment of our disadvantaged pupils. It outlines 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	Harlaxton CE Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	DPP 19% SCP 5%
Academic year/years that our current pupil premium strategy plan covers	2024-2026 (two years)
Date this statement was published	December 2025
Date on which it will be reviewed	May 2024
Statement authorised by	Sheriden Edwards Executive Headteacher
Pupil premium lead	Rachel Harper SENDCo
Governor / Trustee lead	Cherry Edwards and Matthew Game Lead Governors for Vulnerable Children

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (this includes FSM, ever6, SPP and LAC/PLAC)	£56,820
Recovery premium funding allocation this financial year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,327
Total budget for this financial year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,007

Part A: Pupil premium strategy plan

Statement of intent

Harlaxton CE School ensures that teaching and learning opportunities meet the needs of all the pupils within the school community irrespective of their background. We strive to promote growth for all pupils supporting them to become well-rounded, positive leaders by using our values to promote well nurtured individuals. Expressing our Christian Vision, “**Together we can**” to all pupils, staff and the wider community helps lead us to **Learn, Encourage, Aspire, Respect and Nurture**.

We aim to give all children a broad and balanced creative curriculum and opportunities to succeed in line with their peers. We offer quality texts and literature to be shared both at school and at home. Authentic outcomes are used to enhance learning for a range of opportunities, using Project Based Learning to support delivery of the high-quality teaching. We use visiting speakers in school to engage and capture thoughts as well as invaluable school visits and trips each term to extend and further life experiences, skills and knowledge. Quality First teaching and learning will be at the heart of our approach, giving children good quality learning opportunities. Using Rosenshine’s Principles we demonstrate the Sequencing Concepts Modelling of small steps, provide models and scaffolds to support success to achieve; including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and ensure that appropriate provision is made for pupils who belong to deprived groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed, addressed and monitored to enable accelerated learning. When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged and will ensure their learning is challenged and supported. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Many more families across the federation, now access Pupil Premium where they didn’t before due to the impact upon them of the Covid pandemic and increase in living costs.. The challenges faced by our vulnerable pupils include gaps in their academic learning, low attendance, mental health and wellbeing lows and maintaining the expectations of standards within the school setting, including the presentation of work. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, internal school data, professional conversations with teachers, the SEND Team and liaising with children and families.



Challenges

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

Challenge number	Detail of challenge
1	Developing the provisions in EYFS to widen and encourage opportunities for support and challenge.
2	Limited engagement in reading for pleasure, which is more prevalent among our disadvantaged pupils than their peers.
3	Attainment in children in early reading and Phonics in EYFS and KS1 (including when transitioning from alternative schools following different phonics programmes).
4	Promote mental recall and fluency in mathematics, embedding through using Mastering Number to support KS1 and KS2
5	Managing behaviour and emotional challenges. These children and their families in need of additional strategies and support with social and emotional needs in managing and dealing with behaviour that may be faced in school and in the home.
6	A noticed increase in mental health challenges amongst children through low mood and anxiety. This includes strategies to manage feelings and boost confidence but also an understanding.
7	Encourage wellbeing and active mind and body (Value 7: Sharpen the Saw) through a range of extra-curricular clubs (during the school day to enhance those using school transport)

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 percentage of vulnerable pupils meeting their personal targets and full educational potential	<p>The gap between pupils eligible for pupil premium and their peers is diminished or closed.</p> <p>The attainment is closer to other pupils in their school and nationally.</p> <p>Writing, Reading and Maths outcomes show an increase in percent of pupils meeting expected standard or above.</p> <p>The needs of SEND pupils who are also eligible for pupil premium are met.</p>
Children exposed to a variety of learning opportunities and experiences in EYFS.	<p>New job share of experienced teachers, to collaborate together.</p> <p>Well planned and delivered curriculum with clearly modelled steps and use of vocabulary. Vulnerable pupils exposed to a wide range of materials, opportunities and learning environments that they may not have previously experienced.</p>
Increase in attendance of vulnerable pupils and reduced number of persistent absences.	<p>Share with parents each term, their child's attendance data, and highlight when low. All vulnerable pupils will attend school, with an attendance percentage in line with whole school average.</p> <p>Increase in family support through Early Help and TAC as well as involvement of professionals to support families, their challenges and needs.</p>
Improved mental health and wellbeing within the school for all pupils including those vulnerable pupils including service children.	<p>Increase the high quality pastoral support in place.</p> <p>Offer a range of supports throughout the school day but also opportunities to talk at break times through more frequent access to The Wellbeing Hub. Enhance the Wellbeing Champions and training for children to enable the role of peer-buddy.</p> <p>ELSA trained staff facilitating activities and opportunities for children to talk frequently.</p> <p>Reduced waiting for children to access pastoral support.</p> <p>Proactive guidance to pupils to learn and develop resilience, coping strategies and develop self-esteem along as a suggestion.</p> <p>Adaptations within PSHE and class to support those in need / areas of need.</p> <p>CPD to encourage wider pastoral support.</p> <p>Sensory Circuits – early transition morning session reduce emotional episodes and improve attendance – more children attending successfully.</p>
Children are exposed to a variety of activities, experiences and learning opportunities that pupils in receipt of Pupil Premium otherwise wouldn't be able to access.	<p>Access to high quality, broad and balanced curriculum with a variety of experiences to learn with opportunities to enhance the intended project through trips and encounters.</p> <p>Offer wider opportunities for the children depending on interests.</p> <p>Offer further clubs during the school day and after school for vulnerable children that do not access wider curricular activities – forest club.</p>



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)

Outcome / Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
<p>Vulnerable pupils will meeting their personal targets and full educational potential.</p> <p><i>High quality teaching through well planned learning opportunities</i></p> <p><i>Teaching Assistant support with mixed age classes</i></p> <p><i>Targeted support where needed to fill gaps and support potential barriers.</i></p>	<p>The EEF Guide to Pupil Premium states, ‘good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils’. High quality teaching has the best outcomes for building firm foundations and retention of knowledge.</p> <p>Monitor to ensure a robust curriculum is planned and delivered in all year groups over a two-year cycle. Curriculum Leaders to share this through Progression Maps. CPD, training and coaching opportunities as well as resources through Nessy, ELSA etc...</p> <p>Termly assessment which feed into information shared at regular meetings with parents to discuss progress and set targets to develop and improve.</p> <p>Further opportunities to enhance the delivery of the Project Based Learning / creative curriculum by promoting trips and enhancements to gain a purpose and reason to the meaningful learning shared.</p> <p>Evaluation: Data analysis of outcomes for vulnerable pupils and year groups (Phonics Screening, EYFS GLD, KS1 and KS2 data) Pupil Voice of Curriculum and subjects learnt including benefit of the trip or visit.</p>	<p>1, 3, 4, 5</p>
<p>Develop attainment for early reading and phonics</p> <p><i>Consistency in teaching phonics using the DfE validated phonics scheme, Read Write Inc.</i></p> <p><i>Parent workshops – feedback of how they can further support their child/ren.</i></p> <p><i>Coaching and CPD opportunities</i></p>	<p>The EEF recognises phonics has a positive impact and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Children new to school to have robust assessments and intervention in Phonics to ensure they are aware of the Phonics scheme used. Phonics led by the class teacher, ensuring Quality First Teaching is provided at a high standard, with a consistent approach across staff and support for intervention and booster for children in need of additional support.</p> <p>Evaluation: Is Phonics closely in line with national data? Has the gap narrowed for vulnerable pupils?</p>	<p>1, 2, 3</p>

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<p>Children to access reading materials at home, develop an enjoyment for reading and become fluent readers.</p> <p><i>Refresh and update reading materials for the needs and interests of the class.</i></p> <p><i>Children to have access to a range of literature including an ability based book and a book for pleasure.</i></p> <p><i>Hold a meeting for parents to understand phonics and a workshop for parents to recognise teaching sounds and blending.</i></p> <p><i>Frequent training and coaching sessions for staff with guidance from the Phonics Hub / RWI Portal.</i></p>	<p>The DfE Reading Framework, July 2021, highlights the importance of reading but also talking. Supplying children with literature to share with an adult, not only widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes. It also shows an impact of 2-3 months attainment progress.</p> <p><i>Teachers to follow Rosenshine’s Principles in Action ‘modelling and guiding’ with reading following the EEF reading aloud approach to ‘immerse’ the children within the literature or story. Daily story shared and children using resources freely. English leads to support with supplementing library and guidance for staff through in house CPD. Create whole school reading incentive to encourage reading engagement at home. Embed reading incentive. Fortnightly training for staff of improving quality of phonics delivery and understanding.</i></p> <p>Evaluation: Pupil Voice. Parent Questionnaire, Reading assessment outcomes end of term and end of EYFS, KS1 and KS2.</p>	<p>2, 3</p>
<p>Develop delivery of Writing in all year groups</p> <p>*Subject leader to support with CPD training, monitoring and guidance for teachers and teaching staff to develop an enhance writing and writing provision</p> <p>* Writing provisions in EYFS to encourage early letter formation</p> <p>* Comprehensive programme of work to teach grammar alongside writing</p>	<p>Research and internal data suggests using Talk for Writing and strategies from Jane Considine enables learners to have a clear and structured process to learn English skills and how to write effectively.</p> <p><i>Based on our experience so far, these strategies have made significant improvements therefore going forward we hope to continue to improve writing attainment this way. Modelling and oracy supports generating ideas to support writing.</i></p> <p>Evaluation: Subject Leader – CPD, book scrutiny, moderation, Pupil Voice, Analysis of data – has attainment increased and closer to national standards? Outcomes of ELG?</p>	<p>1, 3, 6</p>
<p>Monitor and enhance the curriculum to widen experiences and learning opportunities</p> <p>*Cover provided to release teachers to liaise with colleagues to provide a rich and progressive curriculum</p>	<p>EEF Guide to support school planning recognises great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils. Effective feedback in all subjects enables pupils to learn and progress at a low cost as identified within the EEF. Provide further resources to enhance the learning environment and teaching facilities.</p>	<p>1, 2, 3, 4</p>

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<p>*Cover for middle leaders to monitor their curriculum subjects and to attend CPD to further enhance the curriculum</p> <p>* Resources, visitors and trips to further experiences and learning.</p>	<p><i>Middle leaders/Subject Leaders have a secure subject knowledge through their Curriculum Statement and Progression map. Create end of unit assessment to track and measure learning and attainment for non-core lessons.</i></p> <p>Evaluation: Subject Leader feedback. Pupil Voice</p>	
<p>Teach wellbeing support for all</p> <p>* Introduce the Mind Up Curriculum to teaching staff and children</p> <p style="padding-left: 40px;">* Teaching the understanding behind brain development to support wellbeing through mindful activities</p>	<p>EEF recognises children from disadvantaged backgrounds may face challenges with their social and emotional wellbeing.</p> <p><i>Supporting this is paramount for their development and progress. As a school, we provide lots of support, but found we needed to enhance this further. An Educational Psychologist suggested using the Mind Up Programme is a unique evidence-based framework that teaches social and emotional learning skills, linking cognitive neuroscience, positive psychology and mindful awareness. Research shows, teaching children about their brain development, helps to understand their mental health.</i></p>	1, 5, 6, 7



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

Outcome / Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
<p>Develop academic attainment in Reading, Writing and Maths</p> <ul style="list-style-type: none"> *Quality first teaching in all subject areas as a priority. *Structured small group teacher-led boosters *Teaching Assistants to use recommended interventions for accelerated progress 	<p>EEF recognises Quality First Teaching maximises progress and attainment through supporting children to lay firm foundations for later learning.</p> <p><i>Invest in intervention programmes such as Dancing Bears and Nesy for children in KS2 – engaging activities to support both at home and at school. Further support in KS1 through using the Phonics Scheme for extra phonics practise.</i> Evaluation: Lesson Observations, Peer Coaching with Maths Lead Planning Scrutiny, discussions with teachers, Pupil progress meetings.</p>	2, 3, 4
<p>Develop early phonics and reading</p> <ul style="list-style-type: none"> *Small reading and comprehension groups *Each class to have TA support for in class guidance but also to complete interventions *Teaching staff to listen to vulnerable pupils read frequently in school. *Refresh and update reading materials and resources to engage and support learning. 	<p>Deployment of Teaching Assistant for interventions can have a positive impact upon children’s development. Phonic based approaches have a strong evidence base indicating a positive impact upon pupils. EEF recognises the importance of systematic synthetic phonics programmes as a support to early phonics and reading strategy.</p> <p>Evaluation: Review intervention logs and evaluations. Staff discussions. Progress and attainment Peer coaching and support across the federation to support with skills and training.</p>	2, 3, 4
<p>Promote reading for pleasure</p> <ul style="list-style-type: none"> *Share appropriate materials for reading in school and at home. *Classrooms to develop reading area. 	<p>The DfE Reading Framework, July 2021, highlights the importance of reading but also talking. Supplying children with literature to share with an adult, not only widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes.</p>	2, 3, 7

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<p>*Teachers to model and encourage reading. *Children to take a book for pleasure home (library book) each week.</p>	<p><i>Continually refresh resources and appropriate literature will engage and promote further reading. Encouraging children to take a 'reading for pleasure home will encourage bedtime reading and widening children's experience to vocabulary and language. Teachers to review the literature read by children making sure a range of text types are shared (fiction/non-fiction/plays/poetry/classics. Reading club after school to allow further opportunities to read.</i></p> <p>Evaluation: Parent voice Questionnaire</p>	
<p>Further develop wellbeing support accessible for all *Offer weekly ELSA and pastoral provision *Training and resources to support delivery * Enhance communication with parents to support wellbeing and mental health both at school and at home</p>	<p><u>Improving Social and Emotional Learning in Primary Schools</u> emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills. CPD and training to offer wider opportunities. Link with professionals for guidance and support.</p> <p><i>Evaluation: To provide pupils with the opportunity to focus on their feelings and discuss concerns in a familiar and play based environment.</i></p>	5, 6, 8
<p>Parental support and Guidance *Offer termly gatherings to share worries or concerns with the SEND team who host coffee mornings, training opportunities invite and professionals to meet with families</p>	<p><u>Working with parents to support learning</u> can be difficult to involve all parents as they may work, their own experiences of school weren't positive or they are not willing to engage with school for support. By offering a range of opportunities through Parent Consultations with class teacher to discuss progress termly supports sharing specific learning and discuss successes. As well as this, the SEND team host termly gatherings through coffee mornings, drop in sessions, bookable meetings, training and webinars to encourage and support families. Some families need specific support and Early Help can be offered. <i>Building relationships is key to support families, which can develop over time.</i></p> <p>Evaluation: Parent Voice, attendance to gatherings and webinars.</p>	5

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



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Activity	Evidence & <i>Strategies</i> that supports this approach	Challenge number(s)
<p>Promote attendance</p> <p>*Guidance and support for families who have persistent absences.</p> <p>*Regular updates to parents (parents evening, termly newsletters)</p>	<p>Having a clear Attendance policy and reading the DfE Improving School Attendance will support in working alongside families struggling with arriving to school on time and persistent absences.</p> <p><i>Trained Learning Mentor to liaise with families offering support through different pathways such as Early Help Assessments with an option to lead to TAC, to a Pastoral Support Plan can offer a wide range of support to children and families.</i></p> <p><i>Evaluation: Is attendance improving and persistent absence lessening?</i></p>	3, 5, 6
<p>Offer a wide range of extra-curricular activities</p> <p>*Ensure a variety of extra-curricular activities are accessible available for all children.</p> <p>*Offer support to families funding any additional activities including swimming, clubs and further enhancements as required.</p>	<p>Opportunities to be healthy both physically and mentally using our School value: ‘sharpen the saw’ widens experiences to children’s wellbeing. These activities allow children the opportunity to explore different areas of interest, increase self-confidence, build leadership skills and even improve attainment — all while having fun! Adopt a self-led Sensory Circuit to enable children comfort breaks to regulate and support with learning breaks in an afternoon.</p> <p>Encourage active learning and physical breaks throughout the day using Go Noodle etc.. to stimulate the body and mind. Invest in resources to enhance provision at playtimes and lunch times for children to relax, unwind but also play and interact with others. Invest in clubs during the lunch time after Pupil Voice as children are unable to stay later due to school transport.</p> <p><i>Providing trips and visits to enhance the curriculum providing fun and engaging experiences to deepen learning. Widening opportunities such as weekly swimming lessons and visits gives pupils experiences that they may not come by.</i></p> <p>Evaluation: Review of uptake in clubs including vulnerable pupils. Pupil Voice.</p>	5, 7
<p>Work with the PTA to organise and arrange social events</p> <p>*Encourage activities and events are accessible for all.</p> <p>*Variety of events and experiences for children</p>	<p>Through non-uniform days, discos, game days gives children opportunity to a range of experiences.</p> <p><i>The EEF Guide for teachers promote life skills and enrichments.</i></p> <p>Evaluation: Pupil Voice, Attendance at social events</p>	6, 7
<p>Extend ELSA (Emotional Literacy) and Pastoral support at lunchtimes</p>	<p>Improving Social and Emotional Learning in Primary Schools emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills. Further CPD to enable a variety of support for children from Mental Health training, Comic Strip and Social Stories to Emotion Coaching language.</p>	1, 5, 6, 7

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<p>*ELSA to support at lunch time as part of a club to allow children opportunities to talk freely and share concerns/worries.</p> <p>*Further training and resources to support delivery</p>	<p><i>To provide pupils with the opportunity to focus on their feelings and discuss concerns in a familiar and play based environment during lunch times which are already challenging, unstructured times will support emotional wellbeing. As both school and parents are seeing an increase in wellbeing challenges that the children face and after two-years of changes and less interaction, children will find these times challenging. By having ELSA support, we can be proactive in preventing escalations and diffuse and de-escalate worries and concerns early.</i></p> <p>Evaluation: Pupil Voice. Review attendance and volume worries shared. Does this reduce ELSA wait list? Will this prevent outbursts throughout the week?</p>	
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Service pupil premium funding

Measure	Details
<p>How did you spend your Service Pupil Premium allocation last academic year?</p>	<p>Last year we ran multiple clubs at lunch time and after school. All children in receipt of Service Premium attended these. Where siblings attended a club, wrap-around care was offered for the sibling to support families.</p> <p>PSHE and wellbeing opportunities were shared, we introduced Mind Up Curriculum, where children have opportunities to learn about mental health through brain development. Leadership roles such as School Council and Play Leading was taken on and embraced.</p> <p>ELSA was offered to 78% of Pupil Premium children as part of an intervention, all children had access to drop-in ELSA support. We have increased ELSA this year to allow all children access to this programme.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Children were happy and had successful year in education. Progress was made and end of years expectations were met or exceeded.</p> <p>Regular communication with families discussing progress and wellbeing was shared and families satisfied with the outcomes of their education and support offered.</p> <p>Many parents requested additional meetings with the SEND team or Learning Mentor for further support or advice at home. The SEND Team hosted termly drop-in and training sessions for families which all parents had access to attend – this will continue next year as this was well received.</p> <p>ELSA drop-in sessions were available at lunch time with some attendance in the club activities participated in.</p>

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