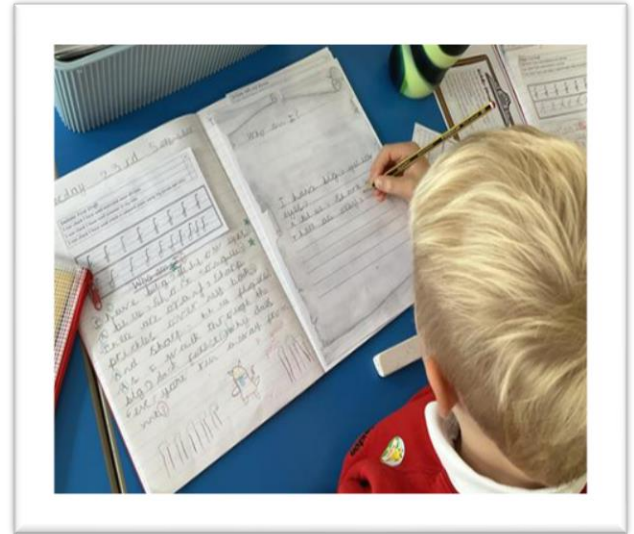


Harlaxton CE Primary School Pupil Premium Strategy Statement 2025-27



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	164
Proportion (%) of pupil premium eligible pupils	23% DPP (National 25.7%) 5% SCP
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sheriden Edwards Executive Headteacher
Pupil premium lead	Rachel Harper SENDCo
Governor / Trustee lead	Cherry Edwards Lead Governor for Vulnerable Children

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£54,540
Recovery premium funding allocation this financial year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,012
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	£55,552

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 help 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, preparing to present to an audience. 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. Using our local area enables children to feel valued and secure in their locality and community. Quality First teaching, will be at the heart of our approach, giving children good quality learning opportunities.

We will consider the challenges faced by vulnerable pupils and ensure that appropriate provision is made for those 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.

Annually, we see an increase of families across the federation, and a number of children in each year group due to finances, work barriers and increased living costs. The challenges faced by our vulnerable pupils include gaps in their academic learning, low attendance, mental health and often, Special Educational Needs or Disabilities. 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, families and further professionals to provide good quality support.



Challenges

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



Challenge number	Detail of challenge
1	Observations and discussions with the EYFS and KS1 team suggest, limited engagement in reading for pleasure, which is more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and pupil discussions indicate that disadvantaged pupils typically experience further challenges in reading than their non-disadvantaged peers.
3	Data from assessments suggests that disadvantaged pupils tend to have considerably lower writing attainment than non-disadvantaged pupils. Retention of spelling is a big barrier.
4	Some pupils face challenges to fully participate in wider school activities, such as trips, visits, and extra-curricular clubs which can contribute to a gap in both their educational experience and personal development.
5	Some pupils and families are facing financial difficulties and encounter barriers to accessing essential resources and opportunities, as they lack the financial means to do so.
6	Discussions with children, parents and staff have identified an increased need for social and emotional wellbeing as social interaction for some pupils.
7	Our qualified Learning Mentor has seen an increase in need supporting families through regular meetings or whether EHA and TAC. Many families are looking for support in the home, consistency across settings but also agencies to access for support.

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
High quality teaching and learning in all classrooms, allowing children to learn and thrive and achieve, meeting their potential.	<p>Pupil Premium children to make progress each term, with 50% achieving the age expected standard in every year group.</p> <p>Targeted interventions to be implemented to accelerate progress and reduce the gap between them and their peers.</p> <p>Where SEND is a further barrier, additional support and advice will be targeted.</p> <p>Observations and monitoring of quality teaching and learning.</p> <p>CPD is relevant and up to date enabling high skilled staff.</p>
Children have access to pastoral support when in need.	<p>Children with emotional dysregulation have access to 1:1 or group ELSA throughout the school year.</p> <p>Improvement in attendance.</p> <p>Reduced behavioural records.</p>
Additional reading support to encourage a love for reading	<p>Children to have access to good quality literature, books that are of an interest to engage and opportunities to share books with families.</p> <p>Children self-motivated to read and share a range of literature.</p> <p>Regular reading opportunities are observed in all classes.</p>
Families feel well supported and aware of who and where to access help and guidance.	<p>Learning Mentor to share information with parents allowing access to a range of services and support for the home, encouraging happier families.</p> <p>Family workshops and collaborative sessions to support, guide and offer strategies for the home.</p> <p>Update the school website, wellbeing display for parents as well as parentmail information.</p>
Ensure all children feel included and have equal opportunities to represent the school, attend clubs, and participate in school visits.	<p>All children have access to school uniform and have the resources needed.</p> <p>All disadvantaged children to access at least one enrichment opportunity throughout the year – representing their school at an event or celebration. Hi</p> <p>Children attend clubs of an interest – a wide offering is given each term, both at lunch and after school.</p> <p>School visits are funded/subsidised to support with classroom learning and widen experiences.</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)

Budgeted cost: £26,752

Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
Vulnerable pupils will meet their personal targets and full educational potential.	EEF Guide to Pupil Premium '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.	2, 3
Whole school training and CPD for staff.	EEF: High-Quality Teaching High quality teaching has a significant impact on pupil outcomes and attainment, strong subject knowledge and collaboration with other professionals and colleagues. adapting a range of schemes to enhance and support learning. Effective Professional Development External CPD and personalised development is pivotal in improving children's outcomes. Evolving and changing to the diverse needs of children and learning styles.	1, 2, 3
Training for staff to develop and enhance Talk for Writing strategies in EYFS and KS1.	The Power of Pre Writing Oracy and formulating ideas expands vocabulary and enables essential skills for writing. Children should not be hindered by handwriting and spelling. Oral re-tell supports practice and re-drafting.	2, 3
Additional support in EYFS to support children across the curriculum, phonics and model in provision.	Phonics Systematically teaching relationships between sounds, patterns and graphemes is a proven, effective method. Whole class teaching ensures strong foundations for reading are established. Intensive, personalised interventions can have a positive impact on average. Early Literacy Approaches Early phonics, stories develop better knowledge of letters, sounds and writing as well as reading.	1, 2, 3, 7
Purchasing and investing in licences and online programmes to enhance learning.	Using Digital Technology to Improve Learning Practical technology can enhance teaching and improve pupils learning. E.g.: Nessy, RWI Portal, Letter Join Handwriting, Digimaps, TTRS and NumBots	2, 3



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<p>Additional resources to enhance the quality curriculum.</p>	<p>Reading Aloud Updating the library and reading materials to include modern authors as well as books and literature to engage and encourage reading amongst vulnerable pupils.</p>	<p>1, 2, 3,</p>
<p>Additional support alongside the Class Teacher to support Quality First Teaching</p>	<p>Deployment of Teaching Assistants Supplement and enhance the teaching makes an effective support and resource for children. Feedback 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>2, 3</p>
<p>Teaching the understanding behind brain development to support wellbeing through mindful activities</p>	<p>Improving Social and Emotional Wellbeing EEF recognises children from disadvantaged backgrounds may face challenges with their social and emotional wellbeing. Mind Up This 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.</p>	<p>4, 6</p>

Targeted academic support

(for example, boosters, one-to-one support structured interventions)

Budgeted cost: £14,289

Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
Additional RWI Fasttrack Phonics sessions targeted at disadvantaged pupils to accelerate progress in line with national standards	Read Write Inc. Phonics Effective Phonic and Spelling intervention has an impact on pupils eligible for free school meals, making an average of 3 months progress	1, 2, 3
Increased attainment in Maths, GAPS and Reading in KS2	Small Group Tuition Effective to specific needs and personalised to support those falling behind.	1, 2, 3
Progress measures in-line with non-disadvantaged peers	Pre and post teaching Support and address misconceptions and introduce content before taught.	1, 2, 3
Develop early language skills and communication	Communication and language Approaches Language Link in EYFS and Key Stage 1. Supporting early communication through verbal and non-verbal approaches.	1, 4
Promote reading for pleasure through literature and adults modelling	Reading Framework , Highlights the importance of reading but also talking, widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes.	1, 2, 4
Facilitate structured pastoral support sessions to promote emotional regulation and wellbeing among pupils by a trained Emotional Literacy Support Assistant (ELSA)	Improving Social and Emotional Learning Emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills.	6
Support for families in managing children's needs	Working with parents to support learning Offering a range of opportunities through Parent Consultations, coffee mornings, drop-in sessions, bookable meetings, training and webinars, encourage and support families. Some families need specific support, and Early Help can be offered.	4, 5, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £11,187

Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
Promote and encourage attendance through pastoral support to support children and working closely with families.	Improving School Attendance Developing relationships and working alongside families struggling can promote arriving to school on time and persistent absence.	5, 7
Offer a wide range of extra-curricular activities for the interests and needs of the children to promote wider opportunities and experiences.	Physical Activity Enrichment, wellbeing and physical activity can promote academic attainment. Personalising activities to their interests also drives attendance in clubs and activities. Using school staff for relationship links as well as specific trained coaches gives depth for the needs of vulnerable pupils.	4, 5, 6
Provide consistent ELSA (Emotional Literacy) and Pastoral support at times of need and at lunchtimes to support the increasing mental health issues.	Social and Emotional Learning Pastoral support has proven beneficial for our children, giving positive outcomes. Being emotionally regulated, enables children to remain in class and develops resilience for learning. Offering drop-in sessions at lunchtimes supports children that have had previous sessions to check-in, but also all children to access and share their concerns or receive advice.	6, 7
Provide an early morning Sensory Circuits session daily * To support with regulation to be school ready *To support those with transition barriers *Invest in new materials and resources for successful sessions	SEND in mainstream Schools Here, Sensory Circuits runs multiple times a day. As recommended by the EEF as an evidence informed strategy, we use Sensory Circuits in the morning to support with transition, attendance and being school ready. As well s this, there are multiple sessions throughout the day to help children be organised, alert and calm – ready to continue learning.	4, 5, 6
Provide resources and uniform to feel united within the school community	School uniform Evidence suggests wearing a uniform supports discipline, motivation and also links communities together. Supporting families with uniform helps the children feel part of our school community. The PTA also support with funding for leavers hoodies allowing all to celebrate and embrace their school journey.	4

<p>Provide wrap around care and meal provision</p>	<p>Breakfast Club Supporting families with work commitments, providing food can support families Wrap-around care and clubs enable parents extended opportunities to work and manage family life. Offering clubs interesting to the children, gives them skills and knowledge in areas that interest them but also help them learn, develop and become resilient.</p>	<p>4, 5</p>
<p>Allow all children access to hands-on wider curricular activities, visitors and visits to enhance their learning and personal experiences</p>	<p>Termly visits, trips and visitors to enhance the creative curriculum. Offering opportunities and experiences that they may not have the opportunities for.</p>	<p>4, 5</p>
<p>Regular communication with families and the school community to inform and promote through termly newsletters, Parentmail, Social Media, Website updates and termly coffee mornings and training/coaching sessions</p>	<p>Working With Parents to Support Learning Parental engagement is paramount to enable strong relationships, happy children and cohesive support in place. Offering support for families in areas of need promotes skills, knowledge within a familiar environment and also meeting fellow parents that may have similar challenges and barriers.</p>	<p>7</p>

Total budgeted cost: £55,552

There will be a contingency fund, not identified in this plan should something arise and we need to support/fund a challenge/need that has yet to be identified. This enables proactive support of a reactive matter.

Service pupil premium funding

Measure	Details
<p>How did you spend your Service Pupil Premium allocation last academic year?</p>	<p>ELSA. All children had access to 1:1, small group or drop-in ELSA sessions.</p> <p>Where 1:1 ELSA was offered:</p> <ul style="list-style-type: none"> - attendance improved, - behaviours improved - family support was accessed <p>Academic support through online subscriptions. Some children had access to NESSY to develop and promote reading and spelling.</p> <p>Books were invested to encourage and support reading, promoting 'pleasure for reading' and increasing the reading diet.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Children were happy and pupil voice suggests 'this is a happy school that listens to me when I need help'. Also children said 'I like playtimes, especially the Wellbeing Hub as its fun and the adults really help us'.</p>

Review of the Previous Year

Higher Percentage of vulnerable pupils meeting their personal targets

An increase in children meeting some personal targets for reading and maths, but a decline in Reading, Writing and Maths at the expected standard in Key Stage 2.

75% of PP achieved KS1 Phonics Screening test, those that didn't successfully achieve a pass have further SEND needs identified and additional support will continue through Key Stage 1 to support the learning of phonics.

75% achieved GLD in Reception, targeted intervention has supported and will continue in Year 1 to support in maths and writing.

Develop attainment for early reading and phonics

Training and coaching sessions has enabled consistency across the school. Whole class phonics has supported the teacher in delivering and setting targets of next steps. 75% achieved the standard at Phonics at Year 1 and 100% achieving the standard in Year 2 at retake. Phonics is a strength which supports early reading.

Children to access reading materials at home, develop an enjoyment for reading and become fluent readers.

Investment in books as chosen by children and the class teachers has supported further reading and encouraged a wider reading diet. An increase in rewards and recognition of reading was evident across the whole school. This was favoured in Key Stage 1 so further suggestions could continue to promote this next year. An initiative of 101 books to read before you leave Harlaxton School was launched with new literature invested in. Children are keen and eager to share these books which vary from fiction, to non-fiction, graphic novels and maps. Children have said 'the 101 books are so interesting – it will help me with my next project in the Autumn Term'.

Develop delivery of Writing in all year groups

Subject leader monitoring and training shows an improvement in streamlining writing, making it purposeful by having an audience to showcase it to. The writing is relevant and a variety is taught over the year. Children have said they enjoy talking their ideas with friends and planning before writing. Oracy will be a focus next year, to continue this skill. Writing data is lower than reading and maths, although improving on previous. This is a whole school target next year, to continue to improve standards.

Monitor and enhance the curriculum to widen experiences and learning opportunities

Clubs have been extended and widened this year. More opportunities for lunch and afterschool activities of an interest to the children, different year groups. 68% of children and 85% of vulnerable pupils attended clubs. This was increased through targeted groups such as forest club and changing after school clubs to lunch time to support with family / sibling challenges. Children attending clubs spoke highly of teachers sharing their interests but also other leads in clubs too. Sport continues to be favoured however an Enterprise



club took children to Lincolnshire Showground and the opportunity to showcase their product and meet Princess Anne.

ELSA / Wellbeing

The supported needed has continued to grow. Many members of staff are ELSA trained of an equivalent level. Having drop-in sessions supports all children but also gives regular check-ins too. Both the ELSA and children have commented that it's nice to 'catch up after last terms sessions' or 'we could just chat about a problem, and I know what to do now'.

Interventions

Interventions used are mostly EEF recommended and staff are trained to deliver and implement. Subscriptions to online platforms such as Nessy has supported in accessing at school and home and supporting links with parents of how to support their child. Evaluations have shown success in most interventions, although teacher-led boosters have shown higher level of progress. This is because the teacher can target the skills and learning required and tailor to their needs. Pre-post teaching supports resilience and will be favoured to boost self-esteem and promote in class learning.

Parental Support

TAC and parent meetings have been held for many parents. Most parents find the support helpful, through target setting, organising with parenting courses and strategies to support their children at home. Working closely with families is important to support children. We offer face-to-face meetings but also online to support and involve families that might be working away from home. Challenges can occur when families have separated and building trusting relationships is key for success. Of all families that were open to TAC, they received regular meetings, external support and some from other professionals including Early Help Workers. There have been challenges of families at Child Protection and Child in Need but managed well by the school to support families and the children. Parents are satisfied and happy with the support they receive.