



# Harewood C of E Primary School Premium Strategy Statement

(July 2025)

This statement details our school's use of pupil premium 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	Harewood C of E Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	Summer 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	A. Ratcliffe
Pupil premium lead	A. Ratcliffe
Governor	M. LaRoche

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10360
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> funding, state the amount available to your school this academic year	£10360

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	To ensure that in Reading Writing and Maths our Pupil Premium children close any attainment gaps with their peers and maintain the good progress achieved by this group in 2024-25.
2	Delayed speech, language and ability to communicate in group situations in younger children especially in EYFS and KS1.
3	Ensuring Pupil Premium Children have access to the same extra-curricular enrichment as their peers.

### 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
1) Closed progress and attainment gap between PP children and their peers.	Accelerated progress of disadvantaged pupils where required. Attainment of ARE at Key Stage assessment points and end of year internal data.
2) To develop a love of reading for all children, including those identified as disadvantaged.	Progress and attainment is consistently strong in reading across school.
3) Improved ability to communicate needs and interact with peers and adults when learning.	Assessment of the EYFS Communication and Language strand shows good progress from starting points and baseline assessments.
4) Enhanced wider learning opportunities for all pupils but especially those identified as vulnerable or disadvantaged.	All children are able to access all areas of the curriculum. Where ability to pay is an issue children are supported to enable attendance at extra-curricular activities and opportunities.

## 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: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time for EYFS staff to run the NELI intervention and implement the strategy with the children assessed as suitable for the program.	EEF indicates high impact for communication and language approaches (+6 months) and Early Years interventions (+5 months)	1, 2, 4,
Reading support for teachers, parents and pupils. <ul style="list-style-type: none"> <li>- Parent workshops for new EYFS families.</li> <li>- Produce a Home Reading guide for families and distribute this as part of family reading support.</li> <li>- Staff training in phonics and Early Reading where required.</li> </ul>	EEF identifies good evidence for improving teaching quality through CPD.  EEF identifies that parental engagement has moderate to high impact (+4 months)  EEF indicates moderate impact for phonics teaching (+4 months)	1, 2,
Training for subject leaders on the development of an effective curriculum and subject specific training.  Individual subject CPD for identified areas of focus to ensure high quality delivery of all NC subjects.	EEF identifies good evidence for improving teaching quality through CPD.	1, 2, 3,

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

Budgeted cost: £ 6260

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group School-led Tutoring focusing on upper KS2.	EEF indicates High impact for small group tuition (+4 months)	1,

Targeted waves of support for those children identified as not meeting ARE or who are making slow progress from starting points.	EEF indicates moderate impact for small group tuition (+4 months) EEF indicates the benefit of grouping within a class (+2 months) EEF indicates that individualised support has a moderate impact (+4 months)	1, 2, 3,
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Health and Well-Being Training, Support, Resources and Leadership Time to implement school wide strategies. -Wellbeing days -Curriculum enhancement	EEF indicates moderate impact for social and emotional interventions (+4 months).	1,2,3
Residential and other educational visits and financial support	EEF indicates moderate impact for social and emotional interventions (+4 months).  Inclusion in whole class/school events to ensure no gaps in learning, a love of learning and that a lack of funding does not result in school visits not taking place – an inclusive curriculum.	1,3
Music Provision -To enhance music provision and teaching in school by the use of specialist teaching. -Provision of externally provided activities to enhance the curriculum offer for all children including PP.	EEF indicates moderate impact for Arts participation (+3 months)	1,3
Non-specific class based LSA support for pupil premium pupils and others who display challenging behaviour or emotional need. LSA is able to support within the class or remove the	EEF identifies a moderate impact for emotional support (+4 months)	1,2,3

child if necessary, re- turning when appropriate. Children access appropriate intervention away from the classroom.		
Targeted emotional support provided by external councillor where a need is identified. This will be available for all children including those identified as vulnerable or PP. -School to buy into cluster support services.	EEF identifies a moderate impact for emotional support (+4 months)	1,3
Enhanced ICT provision for use by all pupils to improve research and computing skills. Apps used for Literacy and Numeracy. Pupil premium pupils will have access to all digital technology that they may not have access to at home if required.		1,2,3
PP pupils among others receive booster after school input in Y6 in Maths and English to enable them to recover lost ground.	EEF identifies extending the school day, individualized instruction as being of moderate impact (+3/4 months)	1,
Provision of funded Before and After School Club for pupil Premium children where there is a need to support attendance or other need.		1,2,3

**Total budgeted cost: £ 10360**

## 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 2024-2025 academic year.

### Externally provided programmes

Programme	Provider
NA	NA

### Pupil premium funding

Measure	Details
How did you spend your pupil premium allocation last academic year?	<p>During the last academic year we prioritized PP spending towards providing a welcoming, supportive environment for all children where their wellbeing is supported and where need is identified intervention is put in place.</p> <p>This included improving staffing support to provide small group, individual and class support for those requiring both emotional and learning intervention to enable them to be settled in learning and effectively close identified gaps.</p> <p>This included school wide strategies for wellbeing and related training for staff, provision of wider curriculum opportunities such as residential and external visitors.</p> <p>PP and identified Vulnerable families continue to be monitored and where required support is actioned.</p> <p>The impact of our strategies is evidenced in the progress figures made for all our children last year (internal school data) and the lack of gaps between PP progress and their peers.</p>

## Data analysis of PP Attainment and Progress 2024-25

### Attainment

#### Reading

	Total	Significantly Below	Below	Just At	Securely At	Above
All Pupils	100.0% (88)	3.4% (3)	6.8% (6)	10.2% (9)	33.0% (29)	46.6% (41)
Disadvantaged	9.1% (8)	12.5% (1)	25.0% (2)		37.5% (3)	25.0% (2)

#### Writing

	Total	Significantly Below	Below	Just At	Securely At	Above
All Pupils	100.0% (88)	3.4% (3)	11.4% (10)	12.5% (11)	55.7% (49)	17.0% (15)
Disadvantaged	9.1% (8)	12.5% (1)	25.0% (2)		62.5% (5)	

#### Mathematics

	Total	Significantly Below	Below	Just At	Securely At	Above
All Pupils	100.0% (88)	3.4% (3)	10.2% (9)	10.2% (9)	40.9% (36)	35.2% (31)
Disadvantaged	9.1% (8)	12.5% (1)	25.0% (2)	12.5% (1)	37.5% (3)	12.5% (1)

### Comparison of progress made by pupils across school

#### Reading

	Total	No Assessment	Below Progress	Expected Progress	Above Expected Progress
All Pupils	100.0% (88)	12.5% (11)	7.8% (6)	67.5% (52)	24.7% (19)
Disadvantaged	9.1% (8)	12.5% (1)		71.4% (5)	28.6% (2)

#### Writing

	Total	No Assessment	Below Progress	Expected Progress	Above Expected Progress
All Pupils	100.0% (88)	12.5% (11)	9.1% (7)	77.9% (60)	13.0% (10)
Disadvantaged	9.1% (8)	12.5% (1)		71.4% (5)	28.6% (2)

#### Mathematics

	Total	No Assessment	Below Progress	Expected Progress	Above Expected Progress
All Pupils	100.0% (88)	12.5% (11)	10.4% (8)	71.4% (55)	18.2% (14)
Disadvantaged	9.1% (8)	12.5% (1)		71.4% (5)	28.6% (2)

*Whilst attainment for disadvantaged pupils is on average lower than their peers those below ARE (3 children) have additional needs and circumstances which affect their attainment. The progress of Disadvantaged children across school is better than their peers which indicated that any attainment gap is being closed.*