

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Harvills Hawthorn Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	124 children 28%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	23 rd October 2025
Date on which it will be reviewed	1 st December 2026
Statement authorised by	J Sheen
Pupil premium lead	M Soper
Governors	N Cooke M Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,795
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	£170,795

Part A: Pupil premium strategy plan

Statement of intent

At Harvills Hawthorn Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential and be the very best they can be. We strongly believe that reaching your full potential is about developing the necessary knowledge, skills and values required to succeed.

- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Harvills, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide a variety of exciting opportunities through our broad and balanced curriculum. Thus, ensuring that every child is well prepared for the next stage of their lives enabling them to make a positive contribution to their community.

Pupil Premium Funding

At Harvills Hawthorn Primary, this money will be used in order to:

- Fund additional support staff to develop and improve the outcomes for children who have been identified as needing “catch up” in their learning.
- Fund additional days for Drama Therapist to support children’s Mental Health and Well-Being.
- Fund Continued Professional Development to enable class teachers to deliver quality first teaching.
- Fund SEMH intervention and provision to remove barriers to learning for those children with SEMH needs.
- Fund family support work to engage parents to remove barriers to attendance, to support their children’s development and support families in crisis.

Aims

The broad aims for Pupil Premium funding at Harvills Hawthorn Primary School are:

- To remove barriers and reduce the attainment gap between disadvantaged pupils and their peers.
- Pupil progress data demonstrates that individuals and specific groups of pupils are making better than expected progress from baseline data.

- To raise the attainment of all pupils to begin to close the gap created by COVID-19 pandemic.
- To identify mental health and well-being needs of pupils and provide targeted support to remove barriers to learning.
- To improve school attendance to be in line with national averages.

Challenges

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

Challenge number	Detail of challenge
1	Children identified as needing academic interventions and/or support to diminish the gap in reading, writing and maths.
2	Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally which affect their ability to access learning.
3	Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.
4	Data analysis indicates that the attendance of our Pupil Premium children is not as good as all other children. Through increased attendance at school, children will access the required learning and be better placed to achieve higher attainment.

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
Pupil Premium children will receive interventions resulting in accelerated progress being made.	Pupil progress data indicates the in-school gap is diminishing.
As a result of Family Support interventions, Nurture, Drama Therapy sessions, Family Therapy, Therapeutic Mentoring techniques and emotional coaching children's well-being will improve and progress and attainment will increase.	The children's resilience skills will be enhanced. Children will be able to self-regulate their emotions to enable them to access learning. Pupil progress data indicates the in-school gap is diminishing. In school questionnaires/interviews will demonstrate that children feel well supported and more confident to learn. The

	children will be emotionally able to access learning.
Pupil Premium children will attend all visits available to them to further develop life experiences and develop personally.	Children will use residential and other visits to broaden their horizons, raise aspirations and use these experiences as a starting point and/or basis for their learning.
To increase the attendance of Pupil Premium children through partnership work with parents.	The in-school attendance gap between Pupil Premium children and non-Pupil Premium children will reduce.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching in the classroom:</p> <p>INSET days, leadership development and work with teachers in the classroom.</p> <p>Staff CPD to enhance delivery of DfE approved Phonics programme</p> <p>Behaviour:</p> <ul style="list-style-type: none"> • Embed 5 Pillars of Pivotal Practice. • Restorative Practices CPD for all staff. 	<p>The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>EEF T&L toolkit: Collaborative Learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>EEF T&L toolkit: Feedback +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF T&L toolkit: Oral Interventions +6months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF T&L toolkit: Phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Behaviour In Schools Guidance 2022 states that creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools' circumstances will vary but every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption. Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they</p>	<p>1 2</p>

<p>Staff CPD focussed on the Science of teaching and learning</p>	<p>promote and the social norms and routines that should be encouraged throughout the school community.</p> <p>EEF T&L toolkit: Behaviour +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF T&L toolkit: Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF T&L toolkit: Metacognition and self-regulation +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £83,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The following staff will deliver quality first interventions to ensure accelerated progress:</p> <ul style="list-style-type: none"> • LSP 3 to deliver interventions and support in Year 6 • HLTA to deliver interventions and support in Year 6 • LSP 2 to deliver interventions and support in Year 4 	<p>Children's needs will be identified using a range of assessment techniques. Interventions will be varied based on the gaps identified. The interventions will include, in-class support in small groups, small groups and 1:1 interventions based on specific needs/feedback</p> <p>Phase specific phonics groups, reading, writing and Mathematics support and interventions will take place.</p> <p>The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>EEF T&L toolkit: Small group tuition +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF T&L toolkit: Teaching Assistant Interventions +4</p>	<p>1,2,4</p>

<ul style="list-style-type: none"> • LSA 3 to deliver interventions and support in Year 1 and 2 <p>Interventions:</p> <ul style="list-style-type: none"> - Hub - Nurture - Write from the Start (handwriting) - You can be a social detective - Phonics Phase 2, 3 and 5 - WellComm Primary - WellComm Early Years - Speech Therapy - Occupational Therapy - Numberstacks - Sound Linkage - 5 Minute Literacy Box - 5 Minute Maths Box - Zones of Regulation - Hertfordshire Phonological Awareness Programme - Intensive Interaction - Identiplay - Therapeutic Mentoring - Drama Therapy - Reflexions - Blanks Levels 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF T&L toolkit: Oral language interventions +6</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF T&L toolkit: Reading Comprehension strategies +6</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF T&L toolkit: Individualised instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £72,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally.</p> <ul style="list-style-type: none"> • LSP 3 to deliver interventions and Therapeutic Mentoring techniques (30 minutes per day) • Family Support worker to provide help and support to families e.g. benefits support, housing issues, relationship breakdown support and parenting courses. The Family Support worker leads Early Help meetings. She 	<p>Therapeutic mentoring techniques, Nurture and Drama Therapy are all programmes that will enhance children’s resilience and help develop them socially and emotionally. This will help children to self-regulate and deal appropriately with challenges and disappointments.</p> <p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <p>EEF T&L toolkit: Social & Emotional Learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF T&L toolkit: Behaviour interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF T&L toolkit: Parental engagement +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4</p>

<p>liaises with a multitude of different agencies. 4 days per week</p> <ul style="list-style-type: none"> • Drama Therapist in school 5 days per month working with children. Individual therapy sessions. • 2 x LSP 3 to deliver Nurture provision 5x half days per week <ul style="list-style-type: none"> • Attendance Officer – half a day per week • Attendance consultant to carryout home visits daily to support parents with good attendance 		
<p>Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.</p> <ul style="list-style-type: none"> • £3,000 Residential subsidy • £3,000 Coach subsidy • £400 More Able, Gifted 	<p>EEF – Teaching and Learning Toolkit - Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF T&L toolkit: Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Council for Learning Outside the Classroom: Learning outside the classroom is about raising young people’s achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people’s understanding, skills, values, personal and social</p>	<p>2,3,4</p>

<p>and Talented visits</p> <ul style="list-style-type: none"> • Range of sporting and arts after school clubs 	<p>development and can act as a vehicle to develop young people's capacity and motivation to learn. 'The lasting impact of outdoor adventure residential experiences on young people' H Prince - Journal of Adventure Education and Outdoor Learning: Thematic and comparative analysis identified lasting impacts as: self-confidence, independence and communication.</p> <p>EEF T&L toolkit: Arts Participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF T&L toolkit: Extending school time +3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
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Total budgeted cost: £170,795

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.

GLD	2023	2024	2025	Notes
School	30%	71%	75%	School upward trend. Outperformed national by 24%
National	52%	52%	51%	

Y1 Phonics	2023	2024	2025	Notes
School	62%	39%	90%	School upward trend. Outperformed national by 23%
National	67%	68%	67%	

KS2 combined	2023	2024	2025	Notes
School	43%	33%	50%	School upward trend. Outperformed national by 3%
National	44%	46%	47%	

Pupil Premium Outcomes (2023–2025)

Overall, outcomes for Pupil Premium pupils show a **strong upward trend across all key measures**, with particularly notable improvements in 2025.

- Good Level of Development (GLD):**
 School outcomes improved significantly from **30% in 2023** to **71% in 2024**, rising further to **75% in 2025**. This represents a sustained upward trajectory, with the school **outperforming the national average by 24 percentage points** in 2025.
- Year 1 Phonics:**
 After a decline from **62% in 2023** to **39% in 2024**, outcomes rose sharply to **90% in 2025**. This substantial improvement indicates a strong recovery and acceleration in phonics attainment, with the school **outperforming national outcomes by 23 percentage points**.
- Key Stage 2 Combined (Reading, Writing and Maths):**
 Results show a gradual improvement from **43% in 2023** to **50% in 2025**, following a dip in 2024. By 2025, Pupil Premium pupils were **3 percentage points above the national average**, reflecting steady progress and closing of gaps over time.

There is a clear upward trend in attainment for Pupil Premium pupils across Early Years, Phonics, and KS2 by 2025.

The school is outperforming national averages in all reported areas, most notably in GLD and Phonics. Improvements suggest that targeted support and interventions for Pupil Premium pupils are having a positive impact, particularly in early reading and early years outcomes.

Pupil Premium Outcomes at End of KS2

Subject	School Pupil Premium	National Pupil Premium	School vs National Gap
KS2 Reading at expected level	68%	63%	5% above
KS2 Reading at greater depth	32%	21%	11% above
KS2 Writing at expected level	55%	59%	4% below
KS2 Writing at greater depth	5%	7%	2% below
KS2 SpaG at expected level	82%	60%	22% above
KS2 SpaG at greater depth	55%	19%	36% above
KS2 Maths at expected level	68%	61%	7% above
KS2 Maths at greater depth	32%	15%	17% above

Summary of KS2 Outcomes for Pupil Premium Pupils (2025)

In 2025, Pupil Premium pupils demonstrated **strong attainment across most subjects**, with the school **outperforming national Pupil Premium outcomes in key areas**, particularly in reading, spelling, punctuation and grammar (SPaG), and mathematics.

- **Reading:**
Attainment in reading was a key strength. **68%** of Pupil Premium pupils achieved the expected standard, **5 percentage points above** the national figure. Performance at **greater depth** was particularly strong at **32%**, exceeding the national average by **11 percentage points**, indicating effective challenge and depth of understanding.
- **Writing:**
Writing outcomes were **slightly below national benchmarks**. **55%** of pupils met the expected standard, **4 percentage points below** the national average, and **5%** achieved greater depth, **2 percentage points below** national outcomes. While attainment is broadly in line with national figures, this remains an area for further development.
- **Spelling, Punctuation and Grammar (SPaG):**
SPaG was a significant strength. **82%** of pupils achieved the expected standard, **22 percentage points above** the national average. Performance at **greater depth** was exceptionally strong at **55%**, exceeding national outcomes by **36 percentage points**, demonstrating high levels of accuracy and confidence in grammatical knowledge.

- **Mathematics:**
Outcomes in mathematics were strong, with **68%** of Pupil Premium pupils achieving the expected standard, **7 percentage points above** national figures. At **greater depth**, **32%** of pupils exceeded expectations, outperforming the national average by **17 percentage points**, reflecting secure reasoning and problem-solving skills.

Attendance

	School Cumulative (HT1-6) 2024-25	Local Averages 2024-25	National Cumulative (HT1- 6) 2024-25	Difference School Vs National
Not eligible for Pupil Premium	95.6%	95.5%	94.6%	1% higher than national
Eligible for Pupil Premium	93.08%	92.6%	89.4%	3.68% higher than national
Gap	2.5 school gap	2.9 local gap	5.2 national gap	

Attendance Summary for Pupil Premium Pupils (2024–25)

Attendance outcomes for Pupil Premium pupils at the school are **strong and significantly above national figures**, demonstrating the positive impact of the school's attendance strategies and targeted support.

- **Pupil Premium attendance** for 2024–25 stands at **93.08%**, which is **3.68 percentage points higher than the national average** for Pupil Premium pupils (**89.4%**) and also **above the local average (92.6%)**. This reflects effective engagement with families and successful interventions to support regular attendance.
- The school has also performed well for **non-Pupil Premium pupils**, with attendance at **95.6%**, exceeding both the **local average (95.5%)** and the **national average (94.6%)**.
- Importantly, the **attendance gap between Pupil Premium and non-Pupil Premium pupils** in school is **2.5 percentage points**, which is **narrower than both the local gap (2.9%) and the national gap (5.2%)**. This demonstrates that the school is **successfully reducing inequality in attendance**.

Key Strengths

- Pupil Premium attendance is **well above national expectations**.
- The **attendance gap is significantly smaller than the national gap**, indicating strong inclusion and targeted support.
- School performance for both groups exceeds local and national benchmarks, showing a **consistent whole-school approach to attendance**.

This data provides clear evidence that the school's strategies are effectively supporting Pupil Premium pupils to attend regularly and narrowing attendance disparities.