



Pupil premium strategy statement

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 | Harby C of E Primary School |
| Number of pupils in school | 80 |
| Proportion (%) of pupil premium eligible pupils Including all criteria, not just Free School Meals | 30.0% (<i>updated December 2024</i>) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 2024 |
| Date this statement was published | Strategy implementation and development started September 2021 (3 year strategy), <i>update published online 31st December 2024.</i> |
| Date on which it will be reviewed | August 2025 |
| Statement authorised by | Bridget Bye |
| Pupil premium lead | Bridget Bye |
| Governor lead | Tim Clement |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £24,770 |
| 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 | £24,770 |

Part A: Pupil premium strategy plan

Statement of intent

expanding horizons, exploring potential, embracing faith

“Start children off on the way they should go,
and even when they are old they will not turn from it.”
Proverbs 22:6

At Harby C of E Primary School we strive for inclusion for all as an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community.

It is our intention to ensure that pupils’ unique needs, differing learning styles and requirements are recognised, valued and supported – for all disadvantaged pupils, including those who are high attainers and those with needs that are not just academic.

We aim to have systems in place for early identification of barriers to learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children and will also consider the wider needs and circumstances of our pupils, including those who are not disadvantaged.

Our approach and strategy is closely linked to the use of targeted support through school based tutoring and individualised programmes. This is linked to our plan for whole school wider recovery in light of Covid and is linked to evidence based assessment that can be measured. Identifying gaps and areas of the curriculum which have not been covered in as much depth is important in ensuring that Quality First Teaching is planned and delivered. Using evidence gained through diagnostic assessment (PiXL) and targeted interventions will enable pupils to be effectively supported. It is our ultimate aim and intention that pupils who are disadvantaged will make rapid progress to secure key knowledge, understanding and skills to close the attainment gap and make progress in all areas including emotional and social development. We have high expectations for all pupils in school and recognise and celebrate that elements of our strategy and intentions will benefit all pupils in school.

As a whole school team, building on our Wellbeing for Education, Character Strengths and Route to Resilience work, we can actively support each other. We will endeavour to ensure that a love for learning and a positive approach to learning is embedded. This will support us all in meeting our wider school vision, mission and strategic aims in ensuring that we strive to provide beyond a child’s entitlement and help us all to be the best that we can be.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils **during our current strategy plan 2021 – 2024**.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments in school, observations, consultations and work scrutiny support the schools view that writing is a key area that is challenging for many children. The physical act of writing has been impacted by lockdowns and we need to target and address pupils' stamina and ability to write for sustained periods across all subject areas as appropriate. When analysing data of pupils in school from Year 1-6 at the start of the autumn term 2021 71.2% of non-disadvantaged pupils were working at Age Related Expectations and above in writing compared to 47.4% of disadvantaged pupils. |
| 2 | Assessments in school have shown that there are knowledge gaps in key areas of maths that are impacting on the number of pupils achieving age related expectations. This is supported by PiXL assessment evidence and work scrutiny. When analysing data of pupils in school from Year 1-6 at the start of the autumn term 2021 75% of non-disadvantaged pupils were working at Age Related Expectations and above in maths compared to 42.1% of disadvantaged pupils. |
| 3 | Reading is a key area for development in pupils – especially in frequency of reading and reading at home. When analysing data of pupils in school from Year 1-6 at the start of the autumn term 2021 78.9% of non-disadvantaged pupils were working at Age Related Expectations and above in reading compared to 47.4% of disadvantaged pupils. Identified areas for development extend beyond word reading and include wider comprehension and vocabulary understanding and application, including more sophisticated language and inference. |
| 4 | Wellbeing has been impacted by the pandemic and lockdowns and as a consequence emotional wellbeing and resilience has been hampered. Character education and emotional support has been valuable and is still a key area with increases in referrals for support and interventions in school. |

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 |
|--|--|
| To improve writing attainment in disadvantaged pupils. | Internal data shows that the attainment gap between disadvantaged and non-disadvantaged pupils is reducing year on year and this is supported by external / national assessments. By July 2024 more than 65% of disadvantaged pupils to achieve Age Related Expectations and above in writing in KS2 SATs. |

| | |
|--|---|
| To improve maths attainment in disadvantaged pupils. | Internal data shows that the attainment gap between disadvantaged and non-disadvantaged pupils is reducing year on year and this is supported by external / national assessments. By July 2024 more than 65% of disadvantaged pupils to achieve Age Related Expectations and above in maths in KS2 SATs. |
| To improve reading attainment in disadvantaged pupils. | Internal data shows that the attainment gap between disadvantaged and non-disadvantaged pupils is reducing year on year and this is supported by external / national assessments. By July 2024 more than 65% of disadvantaged pupils to achieve Age Related Expectations and above in reading in KS2 SATs. |
| To improved wellbeing for all pupils in school, with a particular focus on disadvantaged pupils. | Improved internal wellbeing and support opportunities in school with the development of emotional literacy support (ELSA) and whole school approaches to character education. Evidence through pupil voice, parent voice, staff voice. Improvements in approach to perceived difficult situations and challenges from children with high levels of support, understanding and tolerance of other's needs. |

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: £4,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To be a Partner in Excellence (PiXL) school through membership and access and use the supportive testing suite of diagnostic assessments, therapies and approaches and wider benchmarking to support Quality First Teaching (QFT) for all children | Quality First Teaching is key in our approach to all elements of the curriculum, including PSCHE and wellbeing support. Through the strategic and regular use of PiXL diagnostic assessments class teachers can see areas where whole class approaches to target areas of relative weakness or gaps can be implemented. Teaching and learning approaches, such as the use of active learning, metacognition, application of Route to Resilience programme in school will all support in ensuring high quality teaching and learning provision is delivered that targets identified priorities. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) | All areas |

| | | |
|--|--|--|
| <p>Emotional Literacy Support Assistant (ELSA) training - provided through Leicestershire Educational Psychology Services and to include full training, planning and supervision with the inclusion of resources as needed</p> | <p>A trained Emotional Literacy Support Assistant (ELSA) in school can quickly respond to the emotional and wellbeing needs of the children which may be additional barriers to learning. This training is rooted in psychology and research to support both an emotion coaching and cognitive approach in enabling wellbeing provision for pupils. This links strongly with our Route to Resilience work and whole school approach but will provide targeted support as identified and needed.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> | <p>4 – which will hopefully impact on 1, 2 and 3 as a result</p> |
| <p>Release time for Maths Subject Leader CPD to support teaching and learning in school based on current research</p> | <p>Teacher release time to ensure CPD for subject leader. To ensure our curriculum offer is well matched to pupils' needs and that the principles of high quality teaching and learning in maths are embedded in conjunction with both recent research and guidance in maths and our PiXL approach / diagnostic evidence in school.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> | <p>2</p> |
| <p>Release time for English Subject Leader CPD to support teaching and learning in school based on current research</p> | <p>Teacher release time to ensure CPD for subject leader. To ensure our curriculum offer is well matched to pupils' needs and that the principles of high quality teaching and learning in English are embedded in conjunction with both recent research and guidance in English and our PiXL approach / diagnostic evidence in school.</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> | <p>1 and 3</p> |

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

Budgeted cost: £15,770

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To purchase school licenses and establish a timetable for the regular use of LEXIA Core5 as</p> | <p>We have used this programme in the past and found that it has been successful in supporting pupils reading, spelling, phonic development, grammar and vocabulary. Comprehension is also addressed and the elements of</p> | <p>1 and 3</p> |

| | | |
|--|--|------------|
| a targeted intervention for children in school | English that are targeted are comprehensive and support each other. Further evidence that this is a successful intervention is shown by the EEF below. Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk) | |
| Specifically timetabled targeted group interventions and support – (through PiXL - Diagnose, Therapy, Test, Re-visit) | Through clear diagnostic tests that drill down to specific areas of difficulty targeted intervention sessions can be planned and delivered. Pupils can be grouped together and interventions can be delivered using the Partners in Excellence (PiXL) resources which include further re-testing to measure the impact of interventions and help to plan next steps. Small group tuition EEF (educationendowmentfoundation.org.uk) | 1, 2 and 3 |
| Specifically timetabled targeted individual interventions and Support (through PiXL - Diagnose, Therapy, Test, Re-visit) | Through clear diagnostic tests that drill down to specific areas of difficulty targeted intervention sessions can be planned and delivered. Identified pupils can benefit from individual interventions delivered using the Partners in Excellence (PiXL) resources which include further re-testing to measure the impact of interventions and help to plan next steps. One to one tuition EEF (educationendowmentfoundation.org.uk) | 1, 2 and 3 |

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

Budgeted cost: £5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| To commit to and participate in Everyone's Welcome training – a whole school approach to inclusion and celebrating equality and diversity | We aim to further our whole school community inclusive approach. Evidence in school has shown that tolerance, understanding, respect for and valuing ourselves, our friends, our peers, our own styles and approaches and also those of others has had a big impact on attitude, approach and resilience in different situations and circumstances – both socially and academically. Beyond Bullying – 'Everyone's Welcome' - an exciting new project available for Leicestershire Primary Schools. This is further supported by the recommendations in the EEF behaviour reports. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) | 4 – which will hopefully impact on 1, 2 and 3 as a result |

| | | |
|--|---|-----|
| | Behaviour interventions EEF (educationendowmentfoundation.org.uk) | |
| To ensure provision of school milk for disadvantaged pupils in receipt of Pupil Premium funding. | Having school milk in addition to a free school meal can have a big impact on pupils. Being well nourished and hydrated is important in physical health and in supporting concentration and wellbeing. The social element of sharing milk together with peers, just as eating together at lunchtime, is important for a school community. We have seen a positive impact in school from continuing to supply this for pupils and will continue to do so. | All |
| Contingency Planning | The recent Covid pandemic has shown how quickly we need to be able to respond to needs that were not previously identified and planned for. It is therefore prudent to retain a small amount of funding as a contingency for unforeseen circumstances that may occur, or the development of needs that are as yet unknown. This will enable our response to be timely and ensure that time and funding is used effectively in supporting children at the point of need. | All |

Total budgeted cost: £24,770

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.

Last year marked the final year of our 3 year strategy (2021 – 2024) and so we have considered progress towards the long term aims to be achieved by the end of 2024

1. To improve writing attainment in disadvantaged pupils.

When analysing data of all pupils in school from Years R - 6 at the end of the autumn term 2024, 44% of disadvantaged pupils were working at Age Related Expectations and above in writing. This shows a stable picture from our starting point and also reflects the increase in pupils in receipt of Pupil Premium during the course of our strategy. When further considering the % of disadvantaged pupils achieving the Age Related Expectation without Special Educational Needs (SEND) the figure is even higher at 68.75%. This shows that Quality First Teaching and targeted interventions are closing the gap for all pupils but significantly so for pupils that do not have SEND. Pupils with SEND, including some with significant needs, are being supported in other ways to close the gap and have their own specific targets to work towards. As well as data, impact intervention reports have been a useful source of practical evidence of impact in class on teaching and learning.

2. To improve maths attainment in disadvantaged pupils.

When analysing data of all pupils in school from Years R - 6 at the end of the autumn term 2024, 54.1% of disadvantaged pupils were working at Age Related Expectations and above in maths. This shows an increase from our starting point in August 2021 of 42.1%. When further considering the % of disadvantaged pupils achieving the Age Related Expectation without Special Educational Needs (SEND) the figure is even higher at 75%. This shows that Quality First Teaching and targeted interventions are closing the gaps for all pupils but significantly so for pupils that do not have SEND. Pupils with SEND, including some with significant needs, are being supported in other ways to close the gap and have their own specific targets to work towards. As well as data, impact intervention reports have been a useful source of practical evidence of impact in class on teaching and learning.

3. To improve reading attainment in disadvantaged pupils.

When analysing data of all pupils in school from Years R - 6 at the end of the autumn term 2024, 62.5% of disadvantaged pupils were working at Age Related Expectations and above in reading. This shows an increase from our starting point in August 2021 of 47.4%. When further considering the % of disadvantaged pupils achieving the Age Related Expectation without Special Educational Needs (SEND) the figure is even higher at 81.25%. This shows that Quality First Teaching and targeted interventions are closing the gap for all pupils but significantly so for those that do not have SEND. Pupils with SEND, including some with significant needs, are being supported in other ways to close the gap and have their own specific targets to work towards. As well as data, impact intervention reports have been a useful source of practical evidence of impact in class on teaching and learning.

- 4. To improved wellbeing for all pupils in school, with a particular focus on disadvantaged pupils.**

The opportunities provided to pupils have increased and these have included external support and intervention from Olympic and Paralympic athletes, inspirational opportunities and internal support through ELSA sessions. Character education is well embedded into all aspects of learning and is having a positive impact on attitude. Evidence of pupil voice shows tolerance and respect for others and pupils have developed their ability to advocate for when they need support. New mechanisms in place, such as worry boxes in the classrooms, have been well used by pupils. Parent and staff voice have shown the positive impact of ELSA sessions both in school and at home.

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 |
|--|-----------------|
| Partners in Excellence (PiXL) Membership | The PiXL Club |
| LEXIA Core 5 | Lexia Learning |

Further information (optional)

As a school we have reviewed and redeveloped our School Strategic Plan and the Pupil Premium Strategy 2021 - 2024 is closely aligned to this, and the School Development Plan. Through our whole school aims and approach, building on our recent successes with Route to Resilience and Character Education, we are well placed to embed and extend these as we take the next steps on our journey. There are other elements that are part of the wider school approach which are not specifically Pupil Premium funded but all are linked and support each other in meeting our end goals for all children.

Additional elements not already mentioned in the Pupil Premium strategy include:

- *Inspire+ Membership – this is funded using Sports Premium and the provision supports physical activity, mental health and wellbeing. [Home - Inspire+ \(inspireplus.org.uk\)](https://inspireplus.org.uk)*
- *Senior Mental Health Lead Training (DfE funded) which will support the ELSA work in school and overall wellbeing of staff and children [Senior mental health lead training - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/senior-mental-health-lead-training)*
- *RE new syllabus 2021 - 2026 – developing this to support our inclusive curriculum [Leicestershire Agreed RE Syllabus – Leicester Diocesan Board of Education \(leicesterdbe.org\)](https://www.leicestershire.gov.uk/education/leicestershire-agreed-re-syllabus)*
- *PSHCE embedding the Cambridgeshire programme to support personal development and wellbeing longer term [Welcome to Cambridgeshire PSHE Service \(eschools.co.uk\)](https://www.eschools.co.uk/welcome-to-cambridgeshire-pshe-service)*
- *Further embedding Route to Resilience and Character Education as a way of learning. We are already an accredited school and this is an important approach to maintain. [Character & Resilience | Contact Me Steve Harris \(wellbeingeducation.co.uk\)](https://www.wellbeingeducation.co.uk/character-resilience)*