

Harston and Newton Primary School
Pupil Premium strategy statement and spending plan 2025-2026

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	Harston and Newton Primary School
Number of pupils in school	118 (October 24 census)
Proportion (%) of Pupil Premium eligible pupils	13.5% (16 pupils)
Academic year that plan covers	2024-25
Date this statement was published	September 2025 (LAB meeting 23/9/25)
Date on which it will be reviewed	August 2026
Statement authorised by	Siobhan Rouse, Headteacher
Pupil Premium lead	Siobhan Rouse, Headteacher
Governor / Trustee lead	Alastair Oatey, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£25, 160
Pupil Premium funding carried forward from previous years	£ 0
Total budget for this academic year	£25, 160

PART A – PUPIL PREMIUM PLAN STRATEGY

Statement of Intent

At Harston and Newton School our ultimate aim is that all children should achieve their full potential; that they should be supported to overcome any barriers they may face due to challenging circumstances, whether these arise from financial difficulties, SEND, attendance issues, safeguarding concerns or emotional, mental health and well-being needs. We want to diminish, so far as possible, the attainment differences between children from disadvantaged backgrounds and their peers - hopefully eliminating them completely, though for some children with complex SEND this will not be possible.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including securing accelerated progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or young carers. The activity we have

outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Key principles

In developing our Pupil Premium strategy we use the Education Endowment Foundation (EEF) Guide to the Pupil Premium. This includes the following five key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching helps every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
- Focusing on a small number of carefully chosen priorities is effective - less can be more.

Since 2019 we have adopted a tiered approach to Pupil Premium spending. This means that funding is allocated to three key areas:

Quality First teaching Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the **top priority for Pupil Premium spending**. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantage attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved, alongside progress for their disadvantaged peers.

Targeted additional support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. 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 a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies; we refer to these guidelines when selecting interventions.

Wider strategies These relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

CHALLENGES

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2, and in general are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

	<p>In July 2025, in Year 1 50% of disadvantaged pupils (1 out of 2) passed the phonics screening check, compared with 85% of non-disadvantaged pupils. In Year 2, 100% of disadvantaged pupils (five in total) passed the phonics screening check, which matched the attainment of non-disadvantaged pupils. We believe that narrowing this gap in Key Stage 1 will have a significant impact on children's attainment across the curriculum, because strong early reading skills lay an essential foundation for learning.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Historically, there has been a 30-40% gap in the percentage of disadvantaged pupils and non-disadvantaged pupils in Reception achieving the ELG in maths. In 2025, there were four SEND pupils in Reception, but no PP pupils. 75% of the SEND pupils achieved the EGL for number but only 25% achieved the ELG for Numerical patterns. The corresponding figure for non-SEND pupils was 100% for other ELGs. In Key Stage 1, the attainment gap was 46%, as 40% of the disadvantaged pupils achieved the expected standard in maths (2 out of 5) compared with 86% of non-disadvantaged pupils. In Key Stage 2, we were delighted that there was no attainment gap for maths this year as 100% of pupils achieved ARE+. One disadvantaged pupil (33%) achieved Greater Depth in maths, which was encouraging, but this was significantly lower than the figure for non-disadvantaged pupils. (69%). The attainment gap has narrowed, but we have noticed that many disadvantaged pupils struggle to recall basic number facts and this impacts on their fluency and their confidence to solve problems, especially with the move into Key Stage 2.</p>
4	<p>We have noticed lower emotional well-being and resilience among our disadvantaged pupils, especially when facing challenges in learning (often linked to difficult circumstances at home). These finding are supported by national studies.</p>
5	<p>Our attendance data over the last five years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. The attendance gap between disadvantaged pupils (91.5%) and their non-disadvantaged peers (96.6%) increased to 4.7% 4.3% in 2024), which is concerning.</p> <p>The percentage of all pupils who are persistently absent in 2024-25 was 11.7% (2024 figure 11.2%) The figure among disadvantaged pupils was 42.1%, compared with 4.0% for their non-disadvantaged peers. This means that the attendance gap widened to 38.1%, well above the national gap of 21.2% (in 2024 it was 30.8%). We clearly need to do more to improve attendance for some of our disadvantaged children.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>A more detailed and specific target will be added once baseline assessments for Reception children have been completed.</p>

Improved early reading attainment among disadvantaged pupils.	In 2025-26 reading outcomes for EYFS and KS1 show that more than 70% of disadvantaged pupils meet the expected standard in reading and in phonics screening check. (2025 figure 66% for EYFS, 50% for Year 1 phonics screening check (1 out of 2 pupils), 100% for Y2 phonics screening).
Improved maths attainment for disadvantaged pupils in all key stages	In 2025-26 maths outcomes for EYFS and KS1 show that more than 75% of disadvantaged pupils meet the expected standard. (2025 figure 88% for EYFS (8 out of 9) and 40 % for KS1 (2 out of 5)). KS2 maths outcomes in 2024-25 show that more than 75% of disadvantaged pupils met the expected standard. The attainment gap between disadvantaged pupils and their peers is less than 20%. (2025 figure 100% of pupils achieved ARE+ in maths with 63% achieving GDS).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. <i>In 2024-25 82% of disadvantaged pupils (14 out of 17) took part in at least one extra-curricular activity. 41% of disadvantaged pupils (7 out of 17) learn an instrument or are part of the choir.</i>	Sustained high levels of wellbeing from 2024-25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance from 2023-24 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4% (4.3% in 2025) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% (gap in 2025 was 4.7%, wider than in 2024 (4.3%)). the percentage of all pupils who are persistently absent being below 11% (2025 figure 11.7%) and the figure among disadvantaged pupils being no more than 20% lower than their peers (gap in 2024 was 38.1%).

ACTIVITY THIS ACADEMIC YEAR

Teaching £12,500 (51.5% of total spend)

Activity	Evidence that supports this approach	Cost	Area
Purchase support and training for staff to support whole school priorities and embed findings of latest research reports	EFF research shows the high-quality teaching and learning has the greatest impact on the learning of disadvantaged pupils. A particular focus will be on securing early writing skills (Reception and Year 1) and supporting staff in meeting a wider range of SEND	£2000 (Course fees) £2000 (Supply costs)	1, 2 and 3

Access specialist training from Maths Hub on embedding Mastery approach in Key Stage 1 (Progression in Year 1/2 course)	The NCETM “Mastering Number” scheme has been shown to have a significant impact on children’s recall of number bonds, allowing them to develop better problem-solving skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	Training is free but £2000 for supply cover for teachers to attend training and plan	1, 3
Purchase of PiXL standardised diagnostic assessments for reading and maths to use in Key Stage 2	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil, to ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	£1000	2, 3
Further training for new staff in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Ensure regular refresher training for existing staff to ensure fidelity to scheme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	£2000 (TA overtime for training and subscription to CPD platform)	2
Pre-teaching and guided group work	<ul style="list-style-type: none"> Teaching assistants providing pre-teaching and additional in-class support for vulnerable children, helping them to access tasks and make accelerated progress. 	£3500	2 and 3

Targeted support, Total Budget: £7700 (31% of total cost)

Activity	Evidence that supports this approach	Cost	Challenge area
NELI (Nuffield Early Literacy Intervention) group to support communication skills in EYFS	<ul style="list-style-type: none"> EEF - Communication and language approaches +6 months Effective Intervention and support in EYFS prevents attainment gaps widening 	£1000 TA time	1
Little Wandle Keep up/Catch up sessions for KS1 children	<ul style="list-style-type: none"> EEF - Phonics interventions+5 months progress Recommended by Specialist teacher and used successfully in the school in the past. Phonics Toolkit Strand Education Endowment Foundation EEF	£2000 TA time	2

Little Wandle Rapid Catch up or Fluency group for disadvantaged KS 2 children reading below ARE	<ul style="list-style-type: none"> • EEF – Reading comprehension interventions +6 months progress • Include reciprocal reading to build fluency, as this can be a key barrier to good comprehension. 	£2000 TA time	2
Before school maths and reading booster sessions for Key Stage 2 children	<ul style="list-style-type: none"> • EET – Small group tutoring +4 months progress. • Most effective if closely targeted to pupils' needs, so diagnostic assessment will be used at the beginning of each block of tutoring. 	£2700	2, 3 and 4

Wider strategies, Total allocation: £4900 (20.2% of total spend)

Activity	Evidence that supports this approach	Cost	Challenge area
Counselling	Contribution to cost of counselling service run by the local cluster of schools. It allows us to make referrals for children who are experiencing challenging times at home so that they are ready to learn.	£2000	4
Embedding principles of good practice set out in the DfE's advice on attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	£400	5
Wider opportunities	Children are offered the opportunity to attend a wide range of clubs and extra-curricular activities. Some children are offered breakfast club places to improve attendance EEF – Arts and sports activities +1 month.	£500	5
Residential trips and visits	<p>Funds to enable us to reduce the cost of the residential trips in Year 5 and 6 and to meet the cost of day trips in other year groups for PP children.</p> <p><i>We have six PP children in Year 5/6 in 2025-26, so additional support will be needed for the Boggle Hole Trip. We are exploring other sources of grant funding to support this.</i></p>	£2000	5

TOTAL COST= £12,500 + £7700+ £4900 = £25,160