

Harston and Newton Primary School
Pupil Premium strategy statement and spending plan 2024-2025 **Reviewed copy**
Review and evaluation in red

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	110 (October 23 census)
Proportion (%) of Pupil Premium eligible pupils	18.2% (20 pupils)
Academic year that plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	August 2025
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	£31, 100
Pupil Premium funding carried forward from previous years	£ 0
Total budget for this academic year	£31, 100

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	<p>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> <p>In July 2024 in Year 1 66% of disadvantaged pupils (4 out of 6) passed the phonics screening check, compared with 91% of non-disadvantaged pupils. In Year 2, 50% of disadvantaged pupils (one out of two) passed the phonics screening check, compared with 100% of Non-disadvantaged pupils. We believe that narrowing this gap in Key Stage 1 will have a significant impact on children 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 2024, there was only one disadvantaged child in Reception, who was more able and achieved all the Early Learning goals, but this remains an important priority moving forward. In Key Stage 1, the attainment gap was 69%, as neither of the disadvantaged pupils achieved the expected standard in maths. In Key Stage 2, the attainment gap between disadvantaged pupils (75%) and non-disadvantaged pupils (93%) was 18%. 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 as 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 findings 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 (92.8%) and their non-disadvantaged peers (97.1%) narrowed slightly (4.7% in 2023 to 4.3% in 2024) but it is still too high.</p> <p>The percentage of all pupils who are persistently absent in 2023-2024 was 11.2% (2023 figure 16.3%) The figure among disadvantaged pupils was 36.3%, compared with 5.5% for their non-disadvantaged peers. This means that the attendance gap widened to 30.8%, well above the national gap of 21.2%. (in 2023 it was 19.4%) 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> <ul style="list-style-type: none"> • There were no Pupil -Premium pupils in Reception this year but the class had above average levels of SEND (18%) and EAL (32%) and many children had poor listening skills. We ran a class based NELI programme as many children had low baseline scores for speaking and listening. As a

	<p>result of Quality first teaching and focused small group work in class, 55% of the target group (5 out of 9 pupils) achieved a Good Level of Development in Speaking and Listening. The remaining four pupils all have SEND (one with an EHCP and two were we are applying for EGCPs) They made significant progress and now speak in simple sentences but three of the children have on-going SALT support.</p>
<p>Improved early reading attainment among disadvantaged pupils.</p>	<p>In 2024-25 reading outcomes for EYFS and KS1 show that more than 70% of disadvantaged pupils met the expected standard in reading and in phonics screening check. (2024 figure 100% for EYFS (1 child) , 66% for phonics screening check.)</p> <ul style="list-style-type: none"> • In Reception 66% (six out of nine) disadvantaged pupils met the Early Learning goal for reading. The other three children were having daily 1 to 1 reading support and were developing their phoneme/grapheme correspondence but still needed support to blend automatically to read words. • In Year 1 50% of disadvantaged pupils (1 out of 2) passed the phonics screening check, compared with 85% of non-disadvantaged pupils (11 out of 13). Two of the three children who did not pass the Phonics screening check, including the disadvantaged child, joined the school during Year 1 and had missed some schooling. All three pupils also had low attendance (89%-92%) which impacted on their progress. • In Year 2 100% of disadvantaged pupils passed the phonics screening check, the same figure as non-disadvantaged pupils. Three children had to re-take the test in Year 2, as they had not reached the expected standard in Year 1. All three had additional phonics sessions, two of the children were entitled to Pupil Premium and one had SEND. <p>It was encouraging that 60% of disadvantaged pupils in Year 2 (3 out of 5) achieved the expected standard in reading compared with 71% of non-disadvantaged pupils. All the children could assess the reading test, though several will require further reading and comprehension support in Year 3.</p>
<p>Improved maths attainment for disadvantaged pupils in all key stages</p>	<p>In 2024-25 maths outcomes for EYFS and KS1 show that more than 75% of disadvantaged pupils met the expected standard. (2024 figure 100% for EYFS (one child) and 0 % for KS1.) In EYFS, 88% of the disadvantaged pupils (8 out of 9) met the expected standard for maths. This exceeded the target, and was encouraging as it reflected the attainment of a group of children, rather than one individual. In KS 1 40% of disadvantaged pupils (2 out of 5) achieved the expected standard in maths, compared with 86% of non-disadvantaged pupils. This was higher than the 2024 figure but below the target set. One of the disadvantaged pupils achieved greater depth in maths, which is very encouraging. Four of the five disadvantaged children had shown significant improvements in their marks scores- an average of 19.5 marks from December, showing the positive impact of the extra in calss support they received.</p> <p>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%. In Year 6 100% of disadvantaged pupils (3 out of 3) achieved the expected standard in maths, the same figures as for non-disadvantaged pupils. 33%</p>

	<p>of disadvantaged pupils achieved greater depth in maths, compared with 69% (9 out of 13) non-disadvantaged pupils.. The attainment target was exceeded for ARE+, which is positive but the attainment gap is still too large for children achieving greater depth..</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p><i>In 2023-2024 86% of disadvantaged pupils (19 out of 22) take part in at least one extra-curricular activity. 48% of disadvantaged pupils (10 out of 22) learn an instrument or are part of the choir.</i></p>	<p>Sustained high levels of wellbeing from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. Pupils talk positively about school, especially their teachers, trips and extra-curricular activities; in pupil surveys children said that they enjoyed school and that they felt safe in school, giving them an average star rating of 4.0 out of 5. Adults listening to them and helping if there was a problem, learning new and interesting things and other children being kind also got 4 star ratings. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. 82% of disadvantaged pupils (14 out of 17) take 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.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improve attendance from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4% (4.8% in 2024) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% (gap in 2024 was 4.3%, narrower than in 2023 (4.7%). The overall absence rate for all pupils was 4.1%, slightly lower than in 2024 but the school attendance target was not met. The attendance gap between disadvantaged pupils (91.5%) and their non-disadvantaged peers (96.6%) increased slightly (5.1% in 2025 compared with 4.3% in 2024), which is disappointing. The school is in the top 30-40% of schools nationally for overall attendance (DFE attendance site) but in the bottom 30-40% for attendance of disadvantaged pupils and this must improve next year as there is a clear link with regular attendance and attainment • the percentage of all pupils who are persistently absent being below 11% (2024 figure 11.2%) and the figure among disadvantaged pupils being no more than 10% lower than their peers (gap in 2024 was 30.8%). The percentage of all pupils who are persistently absent was 12.7% (2024 figure 11.2%), which is disappointing. The figure among disadvantaged pupils rose again to 45.0 %, while the figure for their non-disadvantaged peers fell by 0.6% to 4.9%. This means that, unfortunately, we did not meet our target of narrowing the attendance gap and it has actually widened by nearly 10% to 40.1%, well above the national gap. The school is in the bottom 10% of persistent absence amongst disadvantaged pupils and clearly we need to address this as a matter of urgency next year.

ACTIVITY THIS ACADEMIC YEAR

Teaching £15,000 (48% of total spend)

Activity	Evidence that supports this approach	Cost	Area
<p>Purchase support and training package from LA, which includes access to Core Subject leader training, school visits and meetings with staff to review Teaching and Learning</p>	<p>EFF research shows the high-quality teaching and learning has the greatest impact on the learning of disadvantaged pupils.</p> <p>A particular focus will be looking at the delivery of mixed-age maths lessons and how we can ensure that there is suitable challenge for all pupils</p> <p>Impact Staff benefited from training and implemented ideas in class. A review of the attainment of PP children in the summer term showed that those without SEND were achieving in line with their Non -PP peers. 42% of PP children also have SEND, compared with only 18% of Non-PP children which explains much of the attainment gap.</p>	<p>£4000 (support package and extra courses)</p> <p>Actual Spend £4000</p>	<p>1, 2 and 3</p>
<p>Access specialist training from Maths Hub to embed new approaches –Mastering Number</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Impact Mastering Number had a significant impact on the mathematical language and number awareness of Reception children. 88% of disadvantaged children achieved the ELGs for maths, (8 out of 9) compared with 100% of Non-disadvantaged pupils. Year 1 children also benefited from the scheme, making accelerated progress in maths. 66% (4 out of 6) disadvantaged pupils achieved the expected standard in maths. In Year 2 all PP children had additional support in maths. Four of them made good progress, showing an average improvement of 19 marks in their maths SATS. One child has significant difficulties with maths and made little progress despite additional support. We are applying for an EHCP assessment.</p>	<p>Training is free but £1000 for supply cover for teachers to attend training and plan</p> <p>Actual spend £1000</p>	<p>1, 3</p>
<p>Purchase of NFER standardised diagnostic assessments for reading and maths to use in Key Stage 2</p>	<p>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:</p>	<p>£1000</p> <p>Actual spend £1000</p>	<p>2, 3</p>

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF <p>Impact Tests gave staff a clear insight into pupil strengths and weaknesses. Tracking data showed marked improvements in arithmetic and reading comprehension scores for PP children.</p>		
Activity	Evidence that supports this approach	Cost	Area
Further training for new staff in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Impact 86% of Reception children (19 out of 22) achieved ELG for reading. 80% (12 out of 15) of Year 1 children passed phonics check when only 57% were on track in September. Two of the three children who did not pass the phonics check joined the class during Y1. In Year 2 60% of PP children (3 out of 5) achieved ARE in reading , compared with 71% of Non-PP pupils (10 out of 14).</p>	<p>£2500 (TA overtime for training and subscription to CPD platform)</p> <p>Actual spend £2500</p>	2
Additional maths teaching sessions to boost maths fluency in Years 3, 5 and 6	<ul style="list-style-type: none"> • EEF – teaching assistant interventions +4 months • Sessions before school, so additional learning time <p>Impact TA-led maths boosters for Y6 children caused a significant improvement in arithmetic marks. PP children’s maths scores improved by an average of 16 marks from September and 100% achieved ARE in Maths. One PP pupil achieved greater depth in maths. The Y5 programme also led to improvements. There was an average improvement of 14.8 marks for the six children attending the group and 86% of the cohort (12 out of 14 pupils) has scaled scores of over 100 in the NFER test. We also ran a before school “Maths Stars “ group for Y3 . These children made an average improvement of 12 marks in their NFER assessments and 50% were at ARE in maths at the end of the year, when they had all been below ARE in Autumn term.</p>	<p>£3000 Actual Spend £3500</p>	3
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. 	<p>£3500 Actual spend £3000</p>	2 and 3

	<p><u>Impact</u> TAs ensure PP pupils are clear about learning tasks and they are often part of guided groups and receive additional support. PP pupils made an average of 5.5 steps of progress, compared with 6.2 steps for non-PP pupils. Five Year 4 children in a teacher led pre-teaching maths group made an average of 15 marks progress in their maths scores from December to June, and 3 children (60%) achieved ARE in July. They had all been identified as at risk of falling below expected standards in maths in NFER tests in December.</p> <p>Additional funding was used to provide TA support for a pupil who joined KS 2 from overseas with very limited English and little previous school experience. He followed an individualised maths programme in the Spring term and the first part of the Summer term. He made progress during the sessions and generally responded well but unfortunately the progress was not transferred to his class work or reflected in his end of year assessment results.</p>	<p>Total Spend £15 000</p>	
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Targeted support, Total Budget: £10,000 (32% 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 <p><u>Impact</u> We used the funds to purchase whole class NELI subscription and materials as we did not have the staffing to run a separate group. 82% of EYFS children achieved the Early Learning goals for speaking and listening.</p>	<p>£2000 TA time Actual Spend £500</p>	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. <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><u>Impact.</u> Catch up and Keep up sessions were provided for six children in Y1, two with SEND one EAL and one PP child. Little Wandle half-termly tracking showed that all the children made progress and 50% of them (3 out of 6) passed the phonics screening check. Two of the children who did not pass the phonics screening check joined the school during Year 1. Three Y2 children, all with SEND or PP who did not pass the Phonics screening check in Y1 also had Catch up sessions. They all passed the phonics screening check in Year 2, bringing the overall pass rate to 100%.</p>	<p>£4000 TA time Actual spend £4000</p>	2

<p>Little Wandle Rapid Catch up or Fluency group for disadvantaged KS 2 children reading below ARE</p>	<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. <p>Impact Rapid catch up was provided for a Y 3 and a Y4 child who were working well below ARE in reading. They are both PP pupils and also have EHCPs. They responded well to the sessions, improving their blending skills and building confidence, though their reading is still well below ARE (Year 1 level despite three years of intervention.) Another Year 3 child with SEND also had 1 to 1 Rapid catch up . She completed the programme and moved onto reading fluency books. In the NFER reading assessment in June she had a scaled score of 97, showing she was close to expected standard.</p> <p>LW fluency group was provided for four children in Y3 who were working well below ARE in reading (two children with PP two children with SEND). All children made progress, with two of them achieving scaled scores of over 100 in end-of-year assessments, having previously been working below ARE.</p>	<p>£4500 TA time Actual Spend £4000</p>	<p>2</p>
<p>Before school maths and reading booster sessions for Key Stage 2 children</p>	<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. <p>Impact Teaching assistants were used to deliver small group support for reading and maths in Y6. 94% of Year 6 pupils achieved expected standard in reading, with 69% achieving greater depth. This included five pupils with SEND, EAL or PP, one of whom got greater depth in reading. The one child who did not achieve ARE is an EAL learner who joined the school in Year 3. He had a scaled score of 97, showing he was close to the expected standard. An arithmetic booster was set up for eight Y6 children following September SATS. Their arithmetic scores improved by an average of 16.8 marks and all of the group achieved ARE+ (100%), with two children (25%) achieving greater depth.</p>	<p>£3500 Actual Spend £4500 Total actual spend £13 000</p>	<p>2, 3 and 4</p>

Wider strategies, Total allocation: £6700 (21.5% of total spend)

Activity	Evidence that supports this approach	Cost	Challenge area
<p>Counselling</p>	<p>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.</p> <p>One afternoon per week of TA time to support well-being and resilience of pupils</p> <p>Impact Two children with more complex needs received counselling this year, both of whom were PP children. Both children benefited from the sessions and their SSDQ scores</p>	<p>£2700 Actual spend £2500 We funded some extra sessions</p>	<p>4</p>

	improved. Staff and parents reported that the children were calmer and more willing to engage in learning.	due to need	
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. <u>Impact</u> The overall absence rate for all pupils was 4.1%, slightly lower than in 2024. The attendance gap between disadvantaged pupils (91.5%) and their non-disadvantaged peers (96.6%) increased to 5.1%, which is above the national average	£400 Actual spend £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. <u>Impact</u> Support was provided for music lessons and extra-curricular activities for vulnerable and disadvantaged pupils, allowing them to access a full range of provision. Spending is recorded under the trips and visits heading.	£1000 Actual spend recorded below	5
Residential trips and visits	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. <u>Impact</u> Support was provided for all school trips and for Grafham water trip for Amethyst class	£2000 Actual spend £3000	5
Uniform	A grant to encourage all children to wear school uniform and to have the equipment they need to take part in PE and Swimming. <u>Impact</u> PP children are well-equipped and can take part in all activities on an equal basis, We have built up stock of good quality second hand uniform which means PP children can access uniform without additional cost.	£600 Actual spend £0 Total Actual spend £5 900	5

TOTAL COST= £15, 000 + £10,000+ £6,700 = £31,700

ACTUAL SPEND = £15,000 + £13, 000 + £5,900 =£33.900