Harmondsworth Primary School Pupil premium strategy statement

This statement details our school's use of pupil 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	Harmondsworth Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Eleesa Dowding
Pupil premium lead	Eleesa Dowding
Governor / Trustee lead	Hardip Lawana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,078
Pupil premium funding carried forward from previous years	£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	NA

Part A: Pupil premium strategy plan Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes for specific lessons for specific classes, thus improving opportunities for effective teaching and accelerating progress
- To run a variety of provision to close the gaps e.g. precision maths, phonics, reading
- Additional teaching and learning opportunities provided through TAs
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Catch up resources e.g. Lexia, Reading plus, Number Stacks

Challenges

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

Challenge number	Detail of challenge
1	The oral and written language skills of many children are weak and this has an impact on both their writing and reading and their ability to tackle problem solving in mathematics. Disadvantaged pupils often have lower Literacy and Numeracy skills compared to their peers.
2	Many of the children entering the Early Years have limited language and communication skills and this impacts on their ability to access all areas of learning.
3	61% of Pupils eligible for PP have SEND support (60% of those pupils currently access support from external agencies)
4	Pupils have emotional and social needs including low self-esteem. They have low aspirations and confidence which impacts their learning. Well -being & Socialisation We have a growing number of disadvantaged and vulnerable pupils, who are known to social care, are young carers or have suffered from ACES (Adverse Childhood Experiences) and typically these pupils need support with confidence, self -esteem and self-regulation
5	Some parents require support to engage with the school to enable them to support their child/ children.
6	Despite strong disadvantaged attendance data is a small group of disadvantaged and vulnerable pupils who struggle with attendance
7	Our EAL intake is well above average at 44% (ISDR 2025). Non or limited English-speaking home environments impact on our children's initial speech and language development in Early Years and their subsequent reading and writing skills as they move through the school. Currently 60% of our disadvantaged pupils have EAL

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other 4 sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/8 demonstrated
To achieve and sustain improved, behaviour and attitudes for all pupils in our school, particularly our disadvantaged pupils, through a values-based ethos.	Sustained high levels of wellbeing by demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in behaviour incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved academic attainment for Year 6 disadvantaged pupils.	Outcomes for our disadvantaged pupils in reading, writing and maths at the end of Key Stage 2 (KS2) are in line with or better than national results for disadvantaged pupils by July 2028
Continued excellent phonics results for disadvantaged pupils in Year 1 and Year	Outcomes for our disadvantaged pupils in phonics, at the end of Year 1 and 2 are in line with or better than national results for disadvantaged pupils by July 2028.
Disadvantaged pupils in Year 4 can recall their times tables fact accurately and with speed.	Outcomes for our disadvantaged pupils in the Multiplication Tables Check (MTC) at the end of Year 4 are in line with or better than national results for disadvantaged pupils by July 28

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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further training for all staff on our chosen DfE validated Systematic Synthetic Phonics programme Little Wandle to secure stronger phonics teaching for all pupils including Key stage 2 who need to catch up.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	1,2

To work closely with The English Hub		
Purchase of additional standardised diagnostic assessments.(NFER) Support for staff to ensure assessments are interpreted and administered correctly including for mobile pupils.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1,2,7
.Be part of an EEF trial of a tested scheme for the teaching of writing to provide a clear support structure for teachers and support staff to work within.	Evidence shows that writing instruction through high quality text, improves outcomes EEF,	1,2,7
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Mathematics guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to receive 1:1 or small group catch up provision	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both oneto-one: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small	1,3,4

	number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, as identified through ongoing assessment, including for pupils in the KS2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1,2
Group interventions to support English, Maths and Emotional well being Examples are: Active reading, 60 second read, Toe by Toe, Nessy, Rapid Maths, Number Stacks, Lexia external agency programs of support, and Speechlink	EEF research evidence supports this approach with the average impact of the small group tuition being four additional months' progress, on average, over the course of a year. (+4 months impact on attainment)	1,2,4
Speech Therapy/Occupational Therapy Teaching Assistant	The school ensures pupils have high quality speech and occupational therapy interventions. This is aligned with Education Endowment Foundation (EEF) guidance, including targeted support, structured intervention programmes, and regular monitoring of pupil progress.	1,2

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to work with vulnerable	EEF (+3)	1, 4, 6

families and improve parental engagement School to work closely with the Early Mental health Practitioner	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	
Therapist Seasons Switch Drawing and talking ELSA Support with trips/ residential EMHP	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. https://educationendowmentfoundation.org.uk/education - evidence/teaching-learning-toolkit/social-and-emotionallearning	4
Breakfast and after school club to support families to ensure pupils get to school on time and ready to learn. Free extracurricular clubs	EEF *Supporting Attendance: Summary of Evidence* — Education Endowment Foundation	6

Total budgeted cost: £69,078

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Please note: We are mindful that there are relatively low numbers of PP pupils in some year groups which can 'skew' the percentages below when compared to all pupils. It is also important to note that some disadvantaged pupils have other identified barriers to learning.

Our internal assessment data for reading, writing and maths indicates that there is a gap in attainment between pupil premium and non-pupil premium pupils in reading, writing and maths. We are mindful that we have a relatively low number of disadvantaged pupils and this can skew percentages. The gap is slightly larger than previous years.

Reception GLD

HPS All pupils	HPS Pupil Premium (7 pupils/ 42% SEND)	2025 National PP Average	2025 National Average
82%	57	60	68

Phonics Screen Y1

HPS All pupils	HPS Pupil Premium (10 pupils/ 60 SEND)	2025 National PP Average	2025 National Average
81%	70%	Unknown	80%

MTC

HPS All pupils	HPS Pupil Premium (5 pupils/ 17% SEND)	2025 National PP Average	2025 National Average
20.6 mean score 38% full marks	20.4 17%	Unknown Unknown	21 mean score 37% full marks

End of KS2 Assessments Y6

	HPS all pupils	HPS all pupils premium (7 pupils/ 71% SEND)	2025 National Average all pupils	2025 National average – disadvantaged pupils
Reading	**81**	**71**	**74**	**46**
Writing	**74**	**57**	**72**	**58**
Maths	**73**	**43**	**73**	**59**
SPAG	**81**	**57**	**72**	**58**
RWM	**64**	**43**	**62**	**47**

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Please see below for attendance data that demonstrates figures above National Averages

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	46	93.4%	92.6%	Close to average	Relative decline	High - SEN
2023/24	42	93.8%	92.0%	Above	Relative improvement	High - SEN
2022/23	44	91.2%	91.6%	Close to average	Relative decline	High - SEN