

Pupil premium strategy statement – (2025 – 2028)

This statement details our school's use of pupil premium for the 2025 to 2026 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.

This is year 1 of a 3 year plan.

School overview

Detail	Data
School name	Harting C of E Primary
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	13 (13%) PP 4 (4%) SPP
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	June 2026
Date on which it will be reviewed	October 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Nick Tidey
Governor / Trustee lead	Jeff Ace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£21,095

Part A: Pupil premium strategy plan

Statement of intent

At Harting Primary School, we believe that all children, regardless of their background or additional needs, deserve the highest level of support and challenge to enable them to reach their full potential in all aspects of school life.

We are committed to ensuring not only strong academic progress, but also the development of the whole child. We recognise the importance of nurturing pupils' social, emotional and spiritual wellbeing, understanding that children are most able to succeed when they feel safe, secure and valued.

We place a strong emphasis on knowing each child as an individual. This includes gaining a deep understanding of the context of our more vulnerable pupils and their families. Where appropriate, we provide additional support and guidance, including signposting to external services, to ensure that every child and family receives the help they need.

By identifying and addressing the specific barriers to learning faced by our pupils, we aim to have a positive and lasting impact across all groups, particularly those from disadvantaged backgrounds. Our approach is designed to reduce inequalities in attainment and ensure that gaps between groups continue to close over time.

This three-year strategy outlines the actions we will take to ensure that all pupils, with a particular focus on those eligible for Pupil Premium funding, are effectively supported and challenged to achieve their full potential academically, emotionally and socially.

Throughout the year, we will use a rigorous cycle of assess, plan, do and review to evaluate the effectiveness of our provision. This ensures that interventions are impactful and allows us to respond flexibly to the evolving needs of our pupils.

This strategy will be reviewed annually in line with Department for Education (DfE) requirements to ensure continued effectiveness and accountability.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of pupils experience SEMH needs which can impact their self-esteem, ability to self-regulate, and readiness to engage with learning, both within the classroom and in a range of social contexts.
2	There remains a gap in attainment between disadvantaged pupils and their non-disadvantaged peers across key areas of learning.
3	Variability in language acquisition and development exists across the school, likely linked to differences in pupils' exposure to language-rich experiences and cultural capital.
4	Ensuring all pupils, irrespective of background or need, have equal access to high-quality learning experiences and a wide range of extra-curricular opportunities.
5	Increasing levels of need are evident in children entering the Early Years Foundation Stage, indicating a decline in school readiness and a greater requirement for support during transition.

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
For all children who are in receipt of pupil premium to make accelerated progress from their end of previous year attainment grade.	<ul style="list-style-type: none"> Assessment and monitoring systems are effective in identifying need and ensuring children receive appropriate support resulting in accelerated progress. All pupils benefit from quality first teaching in all areas of the curriculum Teaching meets and supports the needs of all pupils in the school. Increased SENCO hours to ensure that adaptations and support for pupils is having the best impact on pupil outcomes.
Children with SEMH needs, including both disadvantaged and non-disadvantaged pupils, are better able	<ul style="list-style-type: none"> The school continues to effectively collaborate with external agencies to provide specialist support to those pupils in need.

<p>to self-regulate at different points in the school day.</p>	<ul style="list-style-type: none"> • Our trained ELSA provides effective support to children which results in improved self-regulation. • Zones of regulation is used as a tool with those children who we feel and know will benefit most from this. • The school has consistent approaches and expectations in both rewarding behaviour and supporting higher profile behaviour. These systems result in a reduction in high profile behaviour across the school.
<p>An increase in the quality and richness of pupils' social interactions and communication across a range of social situations is required.</p>	<ul style="list-style-type: none"> • A focus on early intervention (including ELSA) will ensure that pupils are supported at the earliest opportunity, enabling them to develop key skills and strategies for success. • Structured opportunities for peer interaction, including peer mentoring, will support the modelling and development of positive and effective social behaviours.
<p>Improved oral and language skills among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • NELI is used effectively with children in receipt of this making accelerated progress in this area. This is an early year intervention. • Children have more opportunities to both read and be read to by a range of adult across the school. • Key vocabulary is used and shared in all areas of learning, with staff modelling use of this across the school day.
<p>Increased levels of self-esteem among disadvantaged pupils in the school.</p>	<ul style="list-style-type: none"> • Through whole school approaches including mindfulness, therapeutic language as well as ELSA support for specific pupils, self-esteem among pupils has been raised • Play-Therapy and Nurture to Thrive Emotion Coaching to be provided to support specific needs.
<p>Disadvantaged pupils to have had the same educational and extracurricular experiences as their peers.</p>	<ul style="list-style-type: none"> • PP funding is used to support families, where needed, with finances to access clubs, trips and residential stays.
<p>There is to be no significant differential in attendance rates between disadvantaged and non disadvantaged groups of pupils.</p>	<ul style="list-style-type: none"> • Close monitoring of attendance ensures early intervention if this becomes a concern. • The school works effectively with the pupil entitlement team to ensure that any attendance concerns are addressed.
<p>Children and families are effectively supported to ensure that pupils are ready for each stage of their educational journey.</p>	<ul style="list-style-type: none"> • Transition sessions from nursery and EYFS offer support and guidance for parents around school readiness. • ELSA and nurture approaches are implemented in the classroom to best support children application of skills.

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: £ 3,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adapt the school's approach to the teaching of writing – Ready, Steady, Write to ensure it closely matches the needs of all pupils including disadvantaged groups and those working below the expected standard	Attainment and progress in writing continues to be a focus for the school. We have now embedded the use of Ready, Steady, Write and this year will be looking at how we adapt approaches to have the best impact on those working below the expected standard. This will see staff further exploring adaptive practise and ensuring all children are able to flourish in their development.	2,3
Further develop the school's approach to the Oracy curriculum.	Oracy is a key to ensuring children are able to flourish. This year will see staff continuing to develop Oracy in all areas of the curriculum and continuing to strengthen their practice.	2,3,5
Specific interventions for children aimed at closing any gaps in knowledge in reading, writing and maths.	Through carefully planned adaptations to the curriculum any gaps in knowledge that children may have will be addressed. This will then enable them to close the gap in attainment and make accelerated progress.	2,5
Adaptations to the approach in EYFS will be made to support school readiness and reflect the starting points of children.	We have identified a growing need to support school readiness for an increasing proportion of pupils. In response, we will adapt both the learning environment and the structure of the school day to better meet children's needs, with the aim of accelerating progress towards achieving a Good Level of Development (GLD) by the end of the academic year.	1,2,5

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one /small group sessions for PP children.	One to one or small group sessions from a familiar adult will ensure the children are supported most effectively. This adult will work with the class teacher and SENCO to set the plan for the short burst intervention support.	2,3
Precision teaching	Precision teaching supports in children learning key knowledge across different areas of the curriculum. This will continue to support with areas such as spelling and key maths knowledge in number facts.	2,3,5
Support children's emotional needs through ELSA support at the earliest possible stage.	Having identified the need for early intervention for an increased proportion of children, ELSA support will be provide to meet these specific needs at the earliest possible moment.	1,2,3,5
Enable breadth of curriculum and extra-curricular opportunities	PP children will be supported financially to access all school-based activities ensuring that they do not miss opportunities in learning. This includes, residential trips, wrap around care and school trips.	4
Additional adult support for specific groups of children with a focus on PP children.	Many children who are eligible for PP have significant challenges in regulating their emotions. Our ELSA is deployed to support these children to access the class environment.	1,2,3,5
Continued increase in SENCO hours	With many of our children PP and disadvantaged children also on the SEND register, it is key that the SENCO is given adequate time to ensure robust systems are in place or both teaching and monitoring of provision for children. This additional time will enable this to happen.	1,2,3

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide breakfast/ after school care to enable pupil attendance	Children from disadvantaged backgrounds should be allowed the same opportunities as others. To support working parents we will fund places in afterschool and breakfast club for disadvantaged families.	4,5
Additional parent/school meetings	Regular communication and meetings with parents are key to promoting consistency between home and school. Where appropriate more regular meetings will be held with the HT/SENCO/CT/SLT with families of children who need greater levels of support.	3,5
Effective liaison with families and other agencies	The school has strong working relationships with a variety of external agencies across both Hampshire and West Sussex. These agencies will be involved supporting families as deemed necessary.	1,2,3,4
ELSA support	With a reduction in the level of support needed in upper KS2 we are now able to focus increasingly on early intervention in the school. Early intervention will enable children to develop skills of independent self-regulation at an earlier age.	1,2,4
Collaborative working with the Designated Teaching Team.	Early help aims to support families and children at the earlier point to avoid any more significant challenges in the future. The termly meetings and regular phone calls will ensure that children and families in need of support receive this in the timeliest manner.	1,2,3,4,5
Further increase engagement of pupil premium children in extracurricular activities.	With an increase of engagement seen in 24/25, we want to continue this trend and provide children with opportunities they may not experience outside of school.	1,3,4
To increase attendance rates of specific identified families.	With an increased focus on attendance and punctuality we aim to support all families, with a particular focus on PP and SEND and those below 90% in increasing their attendance.	1,2,3,4

Total budgeted cost: £ 21,095

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.

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
ELS – Essential Letter and Sounds	Oxford Owl
TT Rock Stars	Maths Circle
Ready Steady Write	Literacy Counts
Nuffield Early Language Intervention (NELI)	OxEd and Assessment
NESSY	Nessy Learning
Access Art	Access Art
Get Set for PE	Get Set for Education
Sing Up	Sing Up
Mastery at Number	NCETM