

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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.

We are currently in year 3 of our 3 year pupil premium strategy.

### School overview

Detail	Data
School name	Harting C of E Primary
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	11 (12%)
Academic year/years that our current pupil premium strategy plan covers	2022 – 2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Nick Tidey and Jeff Ace
Pupil premium lead	Nick Tidey
Governor / Trustee lead	Jeff Ace

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

At Harting we believe that all children, irrespective of background or need, must be supported and challenged to meet their full potential in all that they do. In addition to academic progress, we strongly value the importance of developing the whole child including their social and emotional needs. For a child to flourish we understand that they need to be secure in these areas.

We take the time to understand each child individually. This includes understanding the context of more vulnerable pupils and families with us both supporting and signposting them to appropriate support.

By understanding the areas in which pupils require the most support we have a positive impact on children across all groups including those from disadvantaged backgrounds. This approach has been proven to have a significant impact on closing the gap in attainment between groups of pupils.

This strategy details the actions we plan to take to ensure that every child in the school, with a focus on those from a disadvantaged background, is effectively supported and challenged in meeting their full potential both emotionally and academically.

Throughout the year we will follow the assess, plan, do and review cycle to ensure that the interventions in place are having the desired impact on pupil progress. This will enable us to adapt provision to meet the changing needs of children across the school.

### Challenges

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

Challenge number	Detail of challenge
1	Children's SEMH needs can impact on their self-esteem, ability to self-regulate and ability to access the learning in the class setting.
2	There is an attainment gap between disadvantaged and no disadvantage pupils.
3	A gap in language acquisition and development between pupils in the school which is likely linked to a differential in cultural capital.
4	Enabling all children, irrespective of background or need, to have access to the same learning and extra-curricular experiences as their peers.

## 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
<p>For all children who are in receipt of pupil premium to make accelerated progress from their end of previous year attainment grade.</p>	<ul style="list-style-type: none"> <li>• Assessment and monitoring systems are effective in identifying need and ensuring children receive appropriate support resulting in accelerated progress.</li> <li>• All pupils benefit from quality first teaching in all areas of the curriculum</li> <li>• Teaching meets and supports the needs of all pupils in the school.</li> <li>• Increased SENCO hours to ensure that adaptations and support for pupils is having the best impact on pupil outcomes.</li> </ul>
<p>Children with SEMH needs, including both disadvantaged and non-disadvantaged pupils, are better able to self-regulate at different points in the school day.</p>	<ul style="list-style-type: none"> <li>• The school continues to effectively collaborates with external agencies to provide specialist support to those pupils in need.</li> <li>• Our trained ELSA provides effective support to children with ELSA needs which results in improved self-regulation.</li> <li>• Zones of regulation is embed as an approach across the school.</li> <li>• 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.</li> </ul>
<p>Improved oral and language skills among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• NELI is used effectively with children in receipt of this making accelerated progress in this area. This is an early year intervention.</li> <li>• Children have more opportunities to both read and be read to by a range of adult across the school.</li> <li>• Key vocabulary is used and shared in all areas of learning, with staff modelling use of this across the school day.</li> </ul>
<p>Increased levels of self-esteem among disadvantaged pupils in the school.</p>	<ul style="list-style-type: none"> <li>• Through whole school approaches including mindfulness, therapeutic language as well as ELSA support for specific pupils, self-esteem among pupils has been raised</li> </ul>
<p>Disadvantaged pupils to have had the same educational and extracurricular experiences as their peers.</p>	<ul style="list-style-type: none"> <li>• PP funding is used to support families, where needed, with finances to access clubs, trips and residential stays.</li> </ul>
<p>There is to be no significant differential in attendance rates</p>	<ul style="list-style-type: none"> <li>• Close monitoring of attendance ensures early intervention if this becomes a concern.</li> </ul>

between disadvantaged and non disadvantaged groups of pupils.	<ul style="list-style-type: none"> <li>The school works effectively with the pupil entitlement team to ensure that any attendance concerns are addressed.</li> </ul>
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## 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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of the school's new approach to the teaching of writing – Ready, Steady, Write.	Attainment and progress in writing continues to be a focus for the school. We have now spent time exploring our new approach and this year will be embedding approaches to have the best impact on all children. 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 the school ensuring staff are aware of all that they do to develop Oracy in all areas of the curriculum and continuing to strengthen their practice.	2,3
Implement a revised approach to the implementation of guided reading.	Research shows that there are different approaches to the teaching of guided reading that have a more significant impact on children's development. These will be explored and agreed approach implemented this academic year.	2,3
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

## 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
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
Support children's emotional needs through ELSA support at the earliest possible stage.	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
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
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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Formal whole staff training and associated resources on Zones of Regulation.	Supporting and enabling children to develop skills to self-regulate when facing a challenges is key in their development and preparation for their lives.	1,3
Provide breakfast/ after school care to enable pupil attendance	Children from disadvantaged backgrounds should be allowed the same opportunities as others. To support parents working we will fund places in afterschool and breakfast club for disadvantaged families.	4
Additional parent/school meetings	Regular communication and meetings with parents is 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
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
Further increase engagement of pupil premium children in extracurricular activities.	With an increase of engagement seen in 23/24, 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 blow 90% in increasing their attendance.	1,2,3,4

**Total budgeted cost: £ 26,000**

## 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.

Year	At least expected progress			Exceeding expected progress		
	22/23	23/24	24/25	22/23	23/24	24/25
Reading	84% (16/19)	93% (13/14)	82% (9/11)	11% (2/19)	36% (5/14)	0% (0/11)
Writing	84% (16/19)	79% (11/14)	91% (10/11)	11% (2/19)	36% (5/14)	27% (3/11)
Maths	100% (19/19)	93% (13/14)	100% (11/11)	26% (5/19)	21% (3/14)	36% (4/11)

During 2024–2025, the school continued to embed its revised approach to the teaching of writing through the implementation of Ready Steady Write. This has resulted in strong progress for all pupils, including those in receipt of Pupil Premium (PP). For pupils working significantly below age-related expectations (ARE), the school has identified the need to further adapt the scheme and associated strategies. Addressing this will be a priority for the 2025–2026 academic year.

The school has also begun to strengthen its approach to Oracy across the curriculum, ensuring pupils are exposed to high-quality language and dialogue in all subject areas. The next step will be to embed these practices more consistently in peer-to-peer interactions.

PP pupils have remained a key focus for additional reading support, including one-to-one sessions with volunteers and increased opportunities to read with school staff. As part of the 2025–2026 priorities, the school will review its whole-school approach to guided reading, with the aim of accelerating progress for PP pupils beyond expected rates.

Targeted interventions have continued across the school, closely matched to individual needs. Wherever possible, these interventions take place within the classroom; however, where additional or specialist support is required, sessions are delivered in dedicated spaces. These include both academic interventions and those supporting mental health, wellbeing, and emotional regulation. These strategies have been pivotal in addressing gaps and misconceptions, as reflected in the progress data above. This programme will continue into the next academic year, alongside a renewed focus on Quality First Teaching to further close the attainment gap between PP pupils and national expectations.

ELSA provision remains a significant strength of the school, enabling pupils to develop greater independence in emotional regulation. This proactive approach ensures that emotional needs are addressed early, reducing barriers to academic progress and supporting successful classroom integration.

Throughout 2024–2025, PP pupils have continued to engage positively with the school’s extra-curricular offer. The school provides one free teacher-led club per term for every PP pupil and fully funds wraparound care where required. Additionally, financial support for residential and off-site activities ensures equitable access to the full educational offer.

Attendance remains strong across the school, including for pupils in receipt of PP funding. For those whose attendance approaches or falls below 90%, the school continues to work closely with families to identify and address barriers, ensuring improvement over time.

## 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