



Pupil premium strategy statement

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	Harby C of E Primary School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils Including all criteria, not just Free School Meals	33.3% (<i>updated December 2025</i>)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	Strategy implementation and development started September 2025 (3 year strategy), <i>update published online 31st December 2025.</i>
Date on which it will be reviewed	August 2026
Statement authorised by	Bridget Bye
Pupil premium lead	Bridget Bye
Governor lead	Tim Clement

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£28,785

Part A: Pupil premium strategy plan

Statement of intent

expanding horizons, exploring potential, embracing faith

“Start children off on the way they should go,
and even when they are old they will not turn from it.”
Proverbs 22:6

At Harby C of E Primary School we strive for inclusion for all as an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community.

It is our intention to ensure that pupils’ unique needs, differing learning styles and requirements are recognised, valued and supported – for all disadvantaged pupils, including those who are high attainers and those with needs that are not just academic.

We aim to have systems in place for early identification of challenges to learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children and will also consider the wider needs and circumstances of our pupils, including those who are not disadvantaged.

Our approach and strategy is closely linked to the use of targeted support through school based intervention and individualised programmes. Identifying gaps and areas of the curriculum, particularly in light of curriculum revisions with new mixed age classes, is important in ensuring that Quality First Teaching is planned and delivered. Using evidence gained through diagnostic assessment (PiXL) and targeted interventions will enable pupils to be effectively supported. It is our ultimate aim and intention that pupils who are disadvantaged will make rapid progress to secure key knowledge, understanding and skills to close the attainment gap and make progress in all areas including emotional and social development. We have high expectations for all pupils in school and recognise and celebrate that elements of our strategy and intentions will benefit all pupils in school.

As a whole school team, building on our embedded Wellbeing for Education, Character Strengths and Route to Resilience work, we can actively support each other. We will endeavour to ensure that a love for learning and a positive approach to learning is rooted in all we do. This will support us all in meeting our wider school vision, mission and strategic aims in ensuring that we strive to provide beyond a child’s entitlement and help us all to be the best that we can be.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils **during our current strategy plan 2025 – 2028**.

Challenge number	Detail of challenge
1	Emotional wellbeing and resilience has been hampered in recent years by the Covid pandemic, the recovery and return to education and significant curriculum changes in school as a result of a falling pupil roll and the subsequent new mixed aged class organisation which has been necessary. Embedded character education and emotional support has been valuable and is still a key area of focus with increases in referrals for Emotional Literacy (ELSA) support and interventions in school.
2	Oracy and the ability of the children, including children across all age groups, to use and understand high quality spoken language has been identified as a challenge. The school is being proactive in taking part in an 'Oracy Sparks' intervention and training programme that includes audit and gap task activity to demonstrate impact.
3	Phonics and Early Reading remains high priority in school. Developing skills in enabling children to be able to access age appropriate texts will support their access in all curriculum areas. The school remains a Partner School with the English Hub and this is providing support
4	Writing , including handwriting and the ability to write with fluency and automaticity, is an area for development. We have identified that where children are able to write effortlessly this reduces their cognitive load and enables them to focus on the curriculum area in hand.
5	Inclusion and targeted support for those pupils with SEND and additional learning needs to ensure that small steps of developmental progress are made and expectations are high. Depending on the SEND needs of the pupils this will link with area 1, emotional wellbeing.

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 emotional wellbeing and regulation, improved behaviours for learning	For children to be able to be emotionally literate and ready for learning. For children to identify and demonstrate strategies to support their wellbeing. For improved internal wellbeing and support opportunities in school with the development of emotional literacy support (ELSA) and whole school approaches to character education. Evidence through pupil voice, parent voice, staff voice. Improvements in approach to perceived difficult situations and challenges from children with high levels of support,

	understanding and tolerance of other's needs.
<i>To improve levels of oracy and spoken language in disadvantaged pupils</i>	For successful completion of the Oracy Sparks programme and the development of strategies to be embedded across all classes and in all subject areas across school. For children's interactions with staff and peers to be of high quality. For internal data to show that the attainment gap between disadvantaged and non-disadvantaged pupils is reducing year on year and this is supported by external / national assessments.
<i>To improve reading attainment in disadvantaged pupils with a focus on phonics and early reading</i>	For all children taking the Year 1 Phonic Screening Check to pass securely and at least in line with national averages (80%). For the school to continue to be a partner school with the English Hub to continue to develop progress and performance, including coaching of staff to support High Quality First Teaching. For internal data to show that the attainment gap between disadvantaged and non-disadvantaged pupils is reducing year on year and this is supported by external / national assessments. By July 2028 more than 70% of disadvantaged pupils to achieve Age Related Expectations and above in reading in KS2 SATs.
<i>To improve writing attainment in disadvantaged pupils with a focus on developing fluency and automaticity</i>	For children to improve their fluency in handwriting to enable them to write efficiently and with automaticity in all subject areas. For disadvantaged pupils without identified SEND to achieve age-related expectations in writing in line with national averages. For internal data to show that the attainment gap between disadvantaged and non-disadvantaged pupils is reducing year on year and this is supported by external / national assessments. By July 2028 more than 70% of disadvantaged pupils to achieve Age Related Expectations and above in writing in KS2 SATs.
<i>To ensure high quality inclusion of all pupils with identified SEND, enabling small steps of progress to be made for all learners, including those who are disadvantaged.</i>	For children with identified SEND to make small steps of developmental progress. For expectations to be high in terms of pupil expectation and attainment. For the attainment gap between disadvantaged and non-disadvantaged pupils to reduce. For the lived experience of disadvantaged pupils with SEND to be positive, developmental and one of inclusion as part of the whole school community.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To be a Partner in Excellence (PiXL) school through membership and access and use the supportive testing suite of diagnostic assessments, therapies and approaches and wider benchmarking to support Quality First Teaching (QFT) for all children and the development and use of high quality interactions between all to support oracy	<p>Quality First Teaching is key in our approach to all elements of the curriculum, including PSCHE and wellbeing support. Through the strategic and regular use of PiXL diagnostic assessments class teachers can see areas where whole class approaches to target areas of relative weakness or gaps can be implemented. Teaching and learning approaches, such as the use of active learning, metacognition, application of Route to Resilience programme in school will all support in ensuring high quality teaching and learning provision is delivered that targets identified priorities.</p> <ol style="list-style-type: none"> 1. High-quality teaching EEF 2. Five a day: supporting high-quality teaching for pupils with... EEF 3. High-quality interactions EEF 	All areas
Emotional Literacy Support Assistant (ELSA) supervision through Leicestershire Educational Psychology Services. Designated time to manage caseload for ELSA	<p>A trained Emotional Literacy Support Assistant (ELSA) in school can quickly respond to the emotional and wellbeing needs of the children which may be additional barriers to learning. This training is rooted in psychology and research to support both an emotion coaching and cognitive approach in enabling wellbeing provision for pupils. This links strongly with our Route to Resilience work and whole school approach but will provide targeted support as identified and needed.</p> <p>Social and emotional learning EEF</p>	1 – which will hopefully impact on 2, 3, 4 and 5 as a result
Release time for English Subject Leader CPD to support teaching and learning in school based on current research	<p>Teacher release time to ensure CPD for subject leader. To ensure our curriculum offer is well matched to pupils' needs and that the principles of high quality teaching and learning in English are embedded in conjunction with both recent research and guidance in English and our PiXL approach / diagnostic evidence in school.</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase school licenses and establish a timetable for the regular use of LEXIA Core5 as a targeted intervention for children in school	We have used this programme in the past and found that it has been successful in supporting pupils reading, spelling, phonic development, grammar and vocabulary. Comprehension is also addressed and the elements of English that are targeted are comprehensive and support each other. Further evidence that this is a successful intervention is shown by the EEF below. Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)	3
Specifically timetabled targeted group interventions and support – (through PiXL - Diagnose, Therapy, Test, Re-visit)	Through clear diagnostic tests that drill down to specific areas of difficulty targeted intervention sessions can be planned and delivered. Pupils can be grouped together and interventions can be delivered using the Partners in Excellence (PiXL) resources which include further re-testing to measure the impact of interventions and help to plan next steps. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3 and 4
Specifically timetabled targeted individual interventions and Support (through PiXL - Diagnose, Therapy, Test, Re-visit)	Through clear diagnostic tests that drill down to specific areas of difficulty targeted intervention sessions can be planned and delivered. Identified pupils can benefit from individual interventions delivered using the Partners in Excellence (PiXL) resources which include further re-testing to measure the impact of interventions and help to plan next steps. One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 3 and 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed our Everyone's Welcome training – a whole school approach to inclusion and celebrating equality and diversity	<p>To build a culture of community and belonging for all pupils in school, including those who are disadvantaged. Build a culture of community and belonging for pupils EEF</p> <p>We aim to further our whole school community inclusive approach. Evidence in school has shown that tolerance, understanding, respect for and valuing ourselves, our friends, our peers, our own styles and approaches and also those of others has had a big impact on attitude, approach and resilience in different situations and circumstances – both socially and academically.</p> <p>This is further supported by the recommendations in the EEF behaviour reports.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1 – which will hopefully impact on 2, 3, 4 and 5
To improve attendance rates across school.	To use the widely published DfE and EEF toolkit and tools for supporting attendance in school. Reflecting on what is working well and using this to support our approach in increasing attendance where it is lower Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation	All areas
To ensure provision of school milk for disadvantaged pupils in receipt of Pupil Premium funding.	Having school milk in addition to a free school meal can have a big impact on pupils. Being well nourished and hydrated is important in physical health and in supporting concentration and wellbeing. The social element of sharing milk together with peers, just as eating together at lunchtime, is important for a school community. We have seen a positive impact in school from continuing to supply this for pupils and will continue to do so.	All
Contingency Planning	The recent Covid pandemic has shown how quickly we need to be able to respond to needs that were not previously identified and planned for. It is therefore prudent to retain a small amount of funding as a contingency for unforeseen circumstances that may occur, or the development of needs that are as yet unknown. This will enable our response to be timely and ensure that time and funding is used effectively in supporting children at the point of need.	All

Total budgeted cost: £28,785

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.

Last year marked the final year of our previous 3 year strategy and so we have considered progress towards the long term aims which were set to be achieved by July 2025.

1. To improve writing attainment in disadvantaged pupils.

When analysing data of all pupils in school from Years R - 6 at the end of the autumn term 2024, 44% of disadvantaged pupils were working at Age Related Expectations and above in writing. This shows a stable picture from our starting point and also reflects the increase in pupils in receipt of Pupil Premium during the course of our strategy. When further considering the % of disadvantaged pupils achieving the Age Related Expectation without Special Educational Needs (SEND) the figure is even higher at 68.75%. This shows that Quality First Teaching and targeted interventions are closing the gap for all pupils but significantly so for pupils that do not have SEND. Pupils with SEND, including some with significant needs, are being supported in other ways to close the gap and have their own specific targets to work towards. As well as data, impact intervention reports have been a useful source of practical evidence of impact in class on teaching and learning. In KS2 SATs 2025 100% of disadvantaged pupils that did not have SEND achieved Age Related Expectations in writing.

2. To improve maths attainment in disadvantaged pupils.

When analysing data of all pupils in school from Years R - 6 at the end of the autumn term 2024, 54.1% of disadvantaged pupils were working at Age Related Expectations and above in maths. This shows an increase from our starting point in August 2021 of 42.1%. When further considering the % of disadvantaged pupils achieving the Age Related Expectation without Special Educational Needs (SEND) the figure is even higher at 75%. This shows that Quality First Teaching and targeted interventions are closing the gaps for all pupils but significantly so for pupils that do not have SEND. Pupils with SEND, including some with significant needs, are being supported in other ways to close the gap and have their own specific targets to work towards. As well as data, impact intervention reports have

been a useful source of practical evidence of impact in class on teaching and learning. In KS2 SATs 2025 100% of disadvantaged pupils that did not have SEND achieved Age Related Expectations in maths.

3. To improve reading attainment in disadvantaged pupils.

When analysing data of all pupils in school from Years R - 6 at the end of the autumn term 2024, 62.5% of disadvantaged pupils were working at Age Related Expectations and above in reading. This shows an increase from our starting point in August 2021 of 47.4%. When further considering the % of disadvantaged pupils achieving the Age Related Expectation without Special Educational Needs (SEND) the figure is even higher at 81.25%. This shows that Quality First Teaching and targeted interventions are closing the gap for all pupils but significantly so for those that do not have SEND. Pupils with SEND, including some with significant needs, are being supported in other ways to close the gap and have their own specific targets to work towards. As well as data, impact intervention reports have been a useful source of practical evidence of impact in class on teaching and learning. In KS2 SATs 2025 100% of disadvantaged pupils that did not have SEND achieved Age Related Expectations in reading.

4. To improved wellbeing for all pupils in school, with a particular focus on disadvantaged pupils.

The opportunities provided to pupils have increased and these have included external support and intervention from Olympic and Paralympic athletes, inspirational opportunities and internal support through ELSA sessions. Character education is well embedded into all aspects of learning and is having a positive impact on attitude. Evidence of pupil voice shows tolerance and respect for others and pupils have developed their ability to advocate for when they need support. New mechanisms in place, such as worry boxes in the classrooms, have been well used by pupils. Parent and staff voice have shown the positive impact of ELSA sessions both in school and at home.

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
Partners in Excellence (PiXL) Membership	The PiXL Club
LEXIA Core 5	Lexia Learning

Further information (optional)

As a school we have reviewed and redeveloped our School Strategic Plan and the Pupil Premium Strategy 2025 - 2028 is closely aligned to this, and the School Development Plan. Through our whole school aims and approach, building on our recent successes with Route to Resilience and Character Education, we are well placed to embed and extend these as we take the next steps on our journey. There are other elements that are part of the wider school approach which are not specifically Pupil Premium funded but all are linked and support each other in meeting our end goals for all children.

Additional elements not already mentioned in the Pupil Premium strategy include:

- *Inspire+ Membership – this is funded using Sports Premium and the provision supports physical activity, mental health and wellbeing. [Home - Inspire+ \(inspireplus.org.uk\)](https://inspireplus.org.uk)*
- *Further embedding Route to Resilience and Character Education as a way of learning. We are already an accredited school and this is an important approach to maintain. [Character & Resilience | Contact Me Steve Harris \(wellbeingeducation.co.uk\)](#)*