



# **Pupil premium strategy statement 2025.26**

## **Harbinger Primary School**



# Pupil premium strategy statement – Harbinger Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail (based on Autumn Census)	Data
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	107/298 = 36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025.26
Date this statement was published	01.11.25
Date on which it will be reviewed	13.02.26 (termly)
Statement authorised by	Nimesha Nagahawatte
Pupil premium lead	Nimesha Nagahawatte
Governor lead	Martin Young

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,285.00
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£180,285.00</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Harbinger Primary School has a much higher proportion of children eligible for Pupil Premium than nationally and, in the past, outcomes for children have not been as strong as we would like them to have been.

The 2025 data for all children at the end of KS1 Phonics, Year 4 MTC and Key Stage 2 showed a significant improvement on the outcomes achieved in previous years for Pupil Premium and non-Pupil Premium children. They have also been inline with national averages. However, there remains a discrepancy between the outcomes for Pupil Premium and non-Pupil Premium children, within our school.

Our **ultimate objective** is to remove barriers to learning for disadvantaged pupils so that our disadvantaged children achieve accelerated progress and attainment outcomes that are in line with (or exceed) other children in school.

In this Pupil Premium strategy plan, we outline **3 key principles** that will **work towards this objective** and address the needs of our children:

**Principle 1:** We will enhance our support for **Speech and Language** so that children can benefit from oral language interventions. The school continues to promote **Oracy** as a 'Golden Thread' across all aspects of school life and so we will invest in high-quality CPD linked to language development and adaptive teaching.

**Principle 2:** The deployment of **HLTAs** will mean that children can be taught in smaller groups across the school curriculum, throughout the school.

**Principle 3:** Employing a **Learning Mentor** for 4 days a week and training new Nurture Mentors will complement the academic work with **social and emotional aspects of learning interventions**. These approaches have been identified as being effective by the EEF.

As a school we aim that all children including disadvantaged children are present to learn, ready to learn, enabled to learn and want to learn.



## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>54% of our pupils have English as a second language. Not all our children are exposed to strong models of English outside of school and lack vocabulary. Parental support for their children's learning is sometimes inconsistent.</p>
2	<p>Our 2025 Phonics data revealed that Pupil Premium children did not attain as high as the non-Pupil Pre children, within our school and compared to national Pupil Premium averages.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. The impact of the pandemic and cost-of-living crisis in this community has been significant, causing us to see an increase in the number of children on role categorised as 'vulnerable' (i.e. a rise in the number of children presenting Social, Emotional and Mental Health needs (SEMH); children diagnosed with Special Educational Needs and Disabilities (SEND) and undiagnosed needs.)</p> <p>Teacher referrals for support remains relatively high:</p> <ul style="list-style-type: none"><li>• 36 pupils (22 of whom are disadvantaged (61%)) currently require additional 1:1 support with social and emotional needs with the Learning Mentor;</li><li>• 22 pupils (14 of whom are disadvantaged (64%)) currently receive small group Nurture interventions with a Nurture Mentor.</li></ul>
4	<p>Within our school, in Year 4 Multiplication Timetable Check and end of KS2 attainment, Pupil Premium children are not attaining as high as the non-Pupil Premium 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
<ul style="list-style-type: none"> <li>Disadvantaged pupils to access the curriculum and achieve age-related outcomes</li> </ul>	<p>% of PP children achieving expected outcomes in Phonics Screening Check is in line with or better than whole cohort.</p> <p>Pupil Premium children in Years 1-5 within our school achieve well and in line with non-Pupil Premium pupils.</p>
<ul style="list-style-type: none"> <li>Ensure children who have gaps in their learning benefit from targeted interventions which are monitored rigorously by Leaders</li> </ul>	<p>Pupil Progress meetings reveal data analysis showing significant improvements made following interventions.</p>
<ul style="list-style-type: none"> <li>Children communicate confidently through spoken language.</li> </ul>	<p>Leaders and teachers to begin assessing and measuring progress in children's oracy levels.</p>



## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £144,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>High quality CPD related to language development and pedagogy inc. Whole School Oracy Hub subscription</b> <b>£144.00</b>	<p>Investing in a whole-school project to raise the standards of Oracy.</p> <p>Investing in high quality CPD which is evidence-based, to improve teaching and learning.</p> <p>The EEF states supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	1



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

Budgeted cost: £210,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Dedicated Speech and Language specialist TA x 1</b> <b>£37,946</b>	<p>EEF research identifies that oral language interventions provide high impact (average additional 6 months progress over a year), for low cost.</p> <p><a href="#">Oral language interventions   EEF</a></p>	1 and 2
<b>Employ 4 FTE HLTAs</b> <b>£172,128 (School tops up £104,448)</b>	<p>EEF small group tuition average impact of 4 months additional progress over year when targeted according to pupil need. In this we are hoping that the smaller classes in KS1 and Year 6 will enable accelerated progress in learning which in turn will motivate both pupils and their parents to make sure pupils attend school regularly.</p> <p>Furthermore, our HLTAs enable the implementation of a provision map with interventions for target disadvantaged children to accelerate their learning.</p> <p><a href="#">Small group tuition   EEF</a></p>	2 and 4



## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £54,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employ a Learning Mentor – to work with targeted disadvantaged children and encourage them to come to school because of improved well-being.</b> <b>£34,071</b>	<p>EEF research states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>We are investing in key out-of-class roles.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	3
<b>Invest in Nurture UK and Trauma-Informed Approach CPD</b> <b>£1770</b>	<p>EEF evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Our school has carefully considered a targeted approach of 'Nurture Groups', where Nurture Mentors are trained and deployed to support pupils with additional social or emotional needs, in twice-weekly sessions. This will be carefully monitored with the Boxhall Method.</p> <p>Additionally, we are investing in the Trauma-Informed Approach as one of our 'Golden Threads' so we are trained to understand our increasing awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships with school</p> <p><a href="#">Social and emotional learning   EEF</a></p>	3
<b>AWA Officer</b> <b>£13,860</b>	<p>At Harbinger School: We exist to improve the lives of each and every child in our care. We understand that relationships are at the heart of everything we do We always put the child's best interests first and make every decision based upon this and we work closely with our school community (parents &amp; carers), particularly with regards to attendance.</p> <p><a href="#">Supporting attendance   EEF</a></p> <p><a href="#">Parental engagement   EEF</a></p>	1-4



<b>Extracurricular activities</b> <b>£5000</b>	Enabling more extracurricular clubs to run before and after-school and extend the provision of school trips and workshop, with the aim to increase engagement and motivation in school.	1-4
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**Total budgeted cost: £264,919.00**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Data from the previous academic year's national assessments; Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils; Information from summative and formative assessments;
  - EYFS GLD:
    - Strength: The % of PP children attaining the GLD is generally in line with the national – the difference is less than 1 child.
    - Within our school, the PP children achieved greater than the Non-PP children
  - KS1 Phonics:
    - Area for development: Although only 10 children, PP children did not attain as high as the PP children nationally. There is a very big difference in the attainment of these children and their non-PP peers.
  - Year 4 MTC:
    - Strength: The difference between PP and non-PP is less than the national, as is the difference between EAL and non-EAL.
    - Area for development: Within our school, there is still a difference in attainment between PP and Non-PP children (7.6%)
  - KS2 Attainment:
    - Strength: At EXS+ The attainment of PP children is better than the national in all 3 subjects and the combined measure. Particularly strong in writing (+13.8%) and RWM (+12.6%).
      - Area for development: Within our school, there is still a difference in attainment between PP and Non-PP children, especially in writing and maths although this is mirrored by the gap nationally (about 20%).
      - Strength: At GDS: PP children attained higher than their peers nationally in reading and writing and were in line in maths.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.
- Our attendance data for 2024.25 indicated that attendance among PP pupils was 91.14% compared to 91.35% of non-PP pupils – a difference of 0.21%-the gap has closed and almost inline (and 91.26% was the average attendance for the whole school). Compare this to 2023.24 - PP pupils were 90% compared to 93.79 % of non-PP pupils (a difference of 3.79% lower)



## 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: <b>How our service pupil premium allocation was spent last academic year</b>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a



**Further information (optional)**

n/a
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