Pupil premium strategy statement

School overview

Detail	Data
School name	Harpfield Primary Academy
Number of pupils in school	230 (207 exc Nursery)
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 to 2027/28
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Jemma Adlington
Pupil premium lead	Elizabeth Bebbington
Governor / Trustee lead	Ben Driver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,250
Recovery premium funding allocation this academic year	£0
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	£85,250

Part A: Pupil premium strategy plan

Statement of intent

At Harpfield Primary Academy, we have high expectations for all pupils. We believe that with excellent teaching, strong parental engagement and a personalised approach, every child can fulfil their academic and social potential. The EEF states that improving teaching quality is the most powerful way schools can improve outcomes for disadvantaged pupils.

Our aim is for disadvantaged pupils to:

- Achieve outcomes in line with or above national expectations.
- Make sustained progress across all subjects.
- Access enrichment opportunities that broaden interests, talents, and cultural capital.

Our strategy is informed by the Education Endowment Foundation's (EEF) tiered approach:

- **High-Quality Teaching** – Ensuring every class has an effective teacher and staff receive ongoing CPD to continually improve pedagogy.
- **Targeted Academic Support** – Personalised interventions (1:1, small group, pre-teach, post-teach) based on rigorous assessment and gap analysis.
- **Wider Strategies** – Enhancing cultural capital through arts, music tuition, and enrichment experiences.

Key Principles

- Invest in high-quality CPD to ensure consistently strong teaching.
- Maintain high expectations and accountability for pupil outcomes.
- Use data-driven approaches to identify and address individual needs.
- Deliver tailored interventions and monitor impact regularly.
- Provide enrichment opportunities to raise aspirations and engagement.

Impact will be measured through:

- Termly progress and attainment data.
- Pupil voice and engagement in enrichment activities.
- Attendance and behaviour analysis.

Challenges

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

Challenge number	Detail of challenge
1	Internal data analysis shows that, on average, there is an attainment gap between Pupil Premium and non-Pupil Premium pupils.
2	Many of our PP pupils fit into other vulnerable categories such as SEND.
3	Some pupils have low levels of attainment on entry and our baseline data indicates that, on average, our pupils are behind national expectations when they arrive at school. There are particular difficulties in under-developed oral language skills and vocabulary gaps.
4	Not all pupils experience a sufficient wealth of enrichment experiences in order to widen their horizons and support learning.
5	Many disadvantaged pupils have fewer opportunities to read regularly outside school and engage less frequently in reading for pleasure. This can limit vocabulary development, reading fluency, comprehension and access to the wider curriculum.

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
Gaps in learning will close.	Disadvantaged pupils make at least expected levels of progress from their starting points in reading, writing and maths. The gap between disadvantaged pupils and their peers in reading, writing and maths will reduce. Disadvantaged pupils achieve national benchmarks in phonics and KS2 assessments.
Improved reading attainment for those in receipt of Pupil Premium.	KS2 reading outcomes in 2025/27 will be in line with or above national expectations.
Improved writing attainment for those in receipt of Pupil Premium.	KS2 writing outcomes in 2026/27 will be in line with or above national expectations.
Improved maths attainment for those in receipt of Pupil Premium.	KS2 maths outcomes in 2026/27 will be in line with or above national expectations.
Through targeted academic support and timely interventions, the proportion of pupils in	Pupils will demonstrate good or better progress as measured in baseline and post-support assessments.

receipt of Pupil Premium who are identified as SEND will decline.	
Improved oral language skills and vocabulary amongst disadvantaged pupils in EYFS and KS1.	Assessments, observations and monitoring & evaluation evidence indicate that pupils with language and vocabulary difficulties will make significant progress from their starting points.
Enrichment experiences in and beyond the school curriculum will provide pupils in receipt of Pupil Premium with opportunities to explore hidden talents and abilities.	Pupils, over time, will be given the opportunity to learn a variety of musical instruments. Qualitive evidence will demonstrate that pupils are engaged with their music lessons and enjoy their enrichment opportunities. Pupils in receipt of Pupil Premium will access a wide range of enrichment experiences (tracked through registers). At least 70% of pupils will access one or more enrichment clubs in an academic year.
Increase the frequency and enjoyment of reading beyond the school day so that disadvantaged pupils develop stronger reading fluency, vocabulary and comprehension, enabling them to access the wider curriculum more successfully.	100% of disadvantaged pupils will have regular access to high-quality texts through classroom libraries, the school library and reading enrichment opportunities. The proportion of disadvantaged pupils achieving the expected standard in reading at the end of Key Stage 2 will increase compared with the previous academic year. Reading assessments will show that disadvantaged pupils make at least expected progress, with an increasing proportion making better than expected progress from their starting points. Library borrowing data will show an increase in the number of books borrowed by disadvantaged pupils throughout the year. At least 90% of disadvantaged pupils will report that they enjoy reading and read regularly for pleasure, as measured through pupil voice surveys.

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: £58,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-qualified and experienced staff	EEF tiered approach – high quality teaching Sutton Trust	1, 2, 3, 4
TAs supplementing teaching and delivering targeted support in class Fund additional time for TAs to plan & prepare resources / interventions	EEF – Making best use of teaching assistants	1, 2, 3, 4
High quality CPD in order to deliver structured interventions (both in and out of the classroom)	EEF tiered approach – high quality teaching EEF – Making best use of teaching assistants	1, 2, 3, 4, 5
Phonics – purchase of Government approved phonics scheme (RWI), training and accompanying books	DfE validation of SSPs EEF phonics	1, 2, 3, 4, 5
Mastery approaches to the maths curriculum.	EEF mastery	1, 2, 3
Tracking of progress and attainment; timely interventions in place.	EEF tiered approach – high quality teaching EEF – Making best use of teaching assistants	1, 2, 3, 4, 5

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

Budgeted cost: £9,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention work to support underperforming pupils in Phonics, Reading, Writing and Maths across R-Y6.	EEF One to One Tuition & Small Group tuition.	1, 2, 3
Oral language interventions for EYFS pupils. High emphasis on spoken language and verbal interaction in the classroom.	EEF Oral Language interventions, EY Communication and language approaches e.g. Early Talk Boost, Talk Boost	4
Lunch time homework club offer for all pupils.	EEF – homework	1, 2

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

Budgeted cost: £ £17,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of music tuition, delivered by a music specialist, and drama for PP pupils both class based and enrichment activities. Priority access for PP pupils to drama groups.	EEF - Arts participation	5
Attendance Champion and Attendance Officers to monitor and identify pupils and families that need attendance support and the reasons for low attendance. Additional rewards for pupils with good attendance.	EEF - Attendance interventions rapid evidence assessment (Clayton 2012 study)	2

Total budgeted cost: £85,250

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 2025-2026.

Data July 2026

KS2 outcomes (30 pupils, 8PP, 22 Non-PP, each pupil = 3.3%)

Y6 RWM combined at expected standards

PP: 38% (NA – 49%)

Non-PP: 73% (NA-70%)

Y6 reading

PP: 63% (NA – 63%)

Non-PP: 86% (NA- 81%)

Y6 writing

PP: 75% (NA-60%)

Non-PP: 77% (NA-79%)

Y6 maths

PP: 63% (NA - 62%)

Non-PP: 82% (NA-82%)

Y6 GPS

PP: 63% (NA-61%)

Non-PP: 82% (NA-80%)

Reception – GLD (30 pupils 4FSM, 26 Non-FSM, each pupil = 3.3%)

FSM: 25% (NA-55%)

Non-FSM: 69% (NA-76%)

Y1 phonics (29 pupils 7PP, 22 Non-PP, each pupil = 3.4%)

PP: 100% (NA-68%)

Non-PP: 86% (NA-86%)

Data July 2025

KS2 outcomes (30 pupils, 8PP, 22 Non-PP, each pupil = 3.3%)

Y6 RWM combined at expected standards

PP: 63% (NA – 47%)

Non-PP: 68% (NA-69%)

Y6 reading

PP: 75% (NA – 63%)

Non-PP: 91% (NA- 81%)

Y6 writing

PP: 63% (NA-59%)

Non-PP: 73% (NA-78%)

Y6 maths

PP: 75% (NA - 61%)

Non-PP: 77% (NA-80%)

Y6 GPS

PP: 63% (NA-60%)

Non-PP: 73% (NA-79%)

Reception – GLD (29 pupils 6FSM, 23 Non-FSM, each pupil = 3.4%)

FSM: 62% (NA-51%)

Non-FSM: 62% (NA-73%)

Y1 phonics (30 pupils 6PP, 24 Non-PP, each pupil = 3.3%)

PP: 50% (NA-67%)

Non-PP: 91% (NA-84%)

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