

Harlington Lower School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Harlington Lower School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	7.35%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	20 th November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Local Governing Committee
Pupil premium lead	Richard Kingham
Governor lead	Razika Azim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9090
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	£9090

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

Our whole school vision is 'Learning for Life,' with all staff and governors fully committed to providing high quality education and excellent pastoral care for the whole school community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best that they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential, we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development.

We will endeavour to ensure that any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible in order that these children are not disadvantaged by their personal circumstances.

The targeted and strategic use of pupil premium will support us in achieving our vision.

Principles

- We ensure teaching and learning opportunities meet the needs of all of the children.
- We ensure appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that a high proportion of our disadvantaged children are working below age-related expectations and making lower than expected progress.
2	Many of our disadvantaged families have experienced Adverse Childhood Experiences (ACE), trauma and loss. Many of our disadvantaged children have additional emotional needs.
3	Many of our disadvantaged pupils have delayed social skills. This is further impacted where children were born or lived their formative years through the COVID pandemic.
4	30% of our disadvantaged pupils also have SEND needs.
5	The relationships between families and school are not as strong for some pupil premium families and this can negatively impact children's learning.
6	Attendance data shows that persistent absenteeism is higher for disadvantaged pupils than for their peers. Punctuality is also lower for disadvantaged pupils than for 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
1 – For all pupil premium children to make at least good progress from their individual starting points in reading, writing and maths. For some pupil premium children to make accelerated progress.	- Tracking data shows that all pupil premium children make at least good progress from their starting points in reading, writing and Maths, as defined by good progress on PIXL (good progress is defined as staying at the same PIXL language of assessment or increasing). - Tracking data shows that some pupil premium children make at least good progress in reading, writing and Maths, as defined as good progress on PIXL.

2 – The quality of teaching and learning in all subjects is consistently good or better and the curriculum includes experiences which have a positive impact on pupils' cultural capital.	• Learning walks, observations and work scrutiny show consistently good provision for all children. • 100% of disadvantaged pupils will take part in a range of experiences including talking with visitors and trips. • 100% of disadvantaged pupils access a club during the school year.
2 – Children are better able to regulate and talk about their emotions.	• Pupil feedback indicates that identified pupils feel happier in school. • Class teachers and support staff working with pupils report that children talk about their emotions more. • Specific external interventions and support are available with follow-up support where required.
3 – Social skills for PP children improve.	• Children are taught the values and skills to build strong friendships • All children know how to regulate their emotions • Pupil voice shows increased happiness in school and specifically their friendships
4 – Children who are also SEND make accelerated progress in Reading, Writing and Maths. They also make good progress as defined by their MSP (My Support Plan) targets.	• Tracking data shows that pupil premium children who are also SEND make accelerated progress in reading, writing and Maths (accelerated progress is defined as the PIXL language of assessment increasing). • Phonics assessments (Twinkl and mock Phonics Screening Checks) show that children are making accelerated progress in phonics. • PP pupils who are also SEND receive external support where required and this advice is incorporated into their MSPs. • PP pupils who are also SEND meet their MSP targets.
5 – Families feel supported and a valued part of the school community.	• Attendance at parent consultations increases. • Attendance at other parental school events increases. • Families access specific support. • Parent voice indicates that support has been valuable.

7 – Improvement in attendance and punctuality	• Attendance tracking data shows that all PP pupils have attendance of at least 96%. • No pupil premium children are persistent absentees. • The gap between PP attendance and non-PP attendance significantly narrows.
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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: £4115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching, adaptive teaching and in class intervention to support children to make good progress from starting points. PIXL is used to support this.	The Educational Endowment Foundation (EEF) states that research shows that high quality teaching can narrow the disadvantage gap. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) Accuracy and clarity of assessment is crucial to understanding pupil achievement and planning for next steps. Consistency of assessment allows accurate data analysis and planning for next steps within lessons in order to improve pupil outcomes. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1,4
Subject leaders monitor their subject to ensure consistency of implementation and quality of teaching and learning in their area.	Ofsted's reviews show that a strong curriculum is the underpinning of strong outcomes. Curriculum research reviews - GOV.UK (www.gov.uk) According to Ofsted, what is most crucial for a quality education is, quite simply, whether pupils are gaining the knowledge they need to achieve the goals of their education. Without this knowledge being identified, quality education cannot occur.	1, 4

Work with the Maths Hub to sustain Mastery Maths and continue to raise quality of teaching and learning in Maths.	The Maths Hub Programme, coordinated by the NCETM, draws on evidence on the value of the teaching for mastery approach. Supporting Research, Evidence and Argument NCETM	1,4
Continue to work with the Maths Hub to embed Mastering Number in KS1 and 2 in order to embed the principles of number and further raise outcomes in Maths across the school.	Mastering number is a NCETM programme which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. It draws on evidence on the value of the teaching for mastery approach. Mastering Number at Reception and KS1 NCETM Supporting Research, Evidence and Argument NCETM	1, 4
Embed Pathways to Write and Pathways to Read as the schemes to teach reading and writing. Books are selected for Pathways to Write and Pathways to Read in order to inspire a love of reading and develop cultural capital, as well as ensuring that those with protected characteristics are represented in books.	According to Education Endowment Foundation research, quality first teaching is the most important lever schools have to improve outcomes for their pupils. School planning support 2022-23 EEF (educationendowmentfoundation.org.uk) Effective CPD, focused on what staff need, is crucial to improving quality first teaching. Effective Professional Development EEF (educationendowmentfoundation.org.uk) Pathways to Write has been chosen because it is a book-based curriculum which puts reading and a love of reading at the heart of the English curriculum. Developing a love of reading is the current barrier for PP pupils. Pathways to Write covers all the skills for writing in each year group and is mapped to the National Curriculum. Research by the Centre for Literacy in Primary Education has shown that developing reading and providing regular meaningful opportunities for writing lead to an improvement in writing standards. Writing in Primary Schools_0.pdf (clpe.org.uk) The scheme of work for Pathways to Write involves teaching writing composition strategies through modelling and supported practice. Research by the EEF shows that this is a highly effective way of improving Literacy at KS2. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) The books selected through Pathways to Write cover themes such as environmental issues as well	1, 4

	as including black and minority ethnic characters, characters with disabilities and LGBTQ+ characters. Diversifying the books we share with pupils will increase children's understanding of diversity and respect for other people and well as improving representation in literature for those who currently feel under-represented. The importance of this is highlighted by Leahy & Foley, 2018, World Journal of Educational Research. (PDF) Diversity in Children's Literature (researchgate.net) The Pathways to Write books are chosen to improve cultural capital for pupils. Research shows that developing cultural capital for disadvantaged pupils is a way to narrow the disadvantaged attainment gap. Creating cultural capital - Sutton Trust	
The use of PIXL is embedded in order to forensically analyse data and identify precise gaps which prevent pupils from reaching their potential. Staff then adapt quality first teaching in order to ensure the best possible outcomes for pupils.	Accuracy and clarity of assessment is crucial to understanding pupil achievement and planning for next steps. Consistency of assessment allows accurate data analysis and planning for next steps in order to improve pupil outcomes. Assessment and feedback EEF (educationendowmentfoundation.org.uk) PIXL language of assessment focuses on a pupil's trajectory rather than their current attainment point. As a result of this, the focus moves onto early identification of children falling behind so that actions can swiftly be put into place to address this. PIXL enables staff to forensically analyse data to identify the precise gap which is preventing the child from reaching their potential. By identifying this and using the PIXL resources to close this gap, pupils will make accelerated progress and success will be ensured for every child. www.pixl.org.uk	1,3,4
All teachers receive high-quality CPD on the school's agreed principles of teaching and learning. They also receive personalised coaching to improve their teaching and learning.	Instructional coaching is recognised as one of the most effective and high-impact forms of professional development, delivering measurable improvements in both teacher practice and student outcomes. The Education Endowment Foundation evidence base consistently supports this model due to its structured approach and strong mechanism for embedding new skills. Effective Professional Development EEF	1

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

Budgeted cost: £3015

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class support in Maths and English for identified children.	The EEF states that teaching assistant led interventions have a moderate impact of +4 months progress for moderate cost based on moderate evidence. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,4
PIXL therapies to close identified gaps and ensure that disadvantaged pupils make at least good progress from their starting points.	PIXL language of assessment focuses on a pupil's trajectory rather than their current attainment point. As a result of this, the focus moves onto early identification of children falling behind so that actions can swiftly be put into place to address this. PIXL enables staff to forensically analyse data to identify the precise gap which is preventing the child from reaching their potential. By identifying this and using the PIXL resources to close this gap, pupils will make accelerated progress and success will be ensured for every child. www.pixl.org.uk	1,3,4
Daily reading for all disadvantaged children.	UCL Faculty of Education found that children who read regularly score higher in reading tests. Children who read books daily score higher in school tests, vast new study states IOE - Faculty of Education and Society - UCL – University College London Furthermore, being taught reading comprehension strategies through this daily reading is very high impact (+6 months) for very low cost based on extensive evidence (EEF). Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 4
Purchase new books in order to promote a love of reading and ensure representation of those with protected characteristics.	Research from the Reading Agency found that reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. Reading facts Reading Agency	1, 4

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

Budgeted cost: £6600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance cultural capital by providing funding for pupils to attend extra-curricular clubs including instrumental lessons.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost. Arts participation EEF (educationendowmentfoundation.org.uk)	2,5
Enhance cultural capital by providing funding for pupils to attend trips and visitors that they would not otherwise be able to afford.	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost. Arts participation EEF (educationendowmentfoundation.org.uk)	2,5
Provide information on the school website to support parents with supporting their children with their homework. The focus for this is particularly on supporting with phonics, Pathways to Write and Mastery Maths.	The EEF states that effective parent engagement can have an impact of 4 month's additional progress. Tips, support and resources can make home activities more effective. Regular workshops can also be helpful. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	1,5
Run parent sessions to support parents in understanding the strategies taught in school e.g. Phonics, Maths and Reading		1,5
Provide information on the school website to support parents with online safety.		5
Continue to hold events where families take part in school activities and parents and the school 'exist' together. E.g. Macmillan coffee morning, Mothers' Day afternoon tea,		5

Fathers' Day breakfast. As a result of this, parents engage more with school.		
Theraplay sessions for identified children support children with a space to talk and explore their emotions.	Research by the Child Psychology Service shows that Theraplay is effective in reducing internalising problems. Does Theraplay Work? - The Child Psychology Service	3
Identified TA for SEMH to check-in with identified children to support them with emotional issues.	The EEF found that social and emotional learning support can have a positive effect of +4 months. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,3
Identified TA for SEMH provides reward time for identified children to improve behaviour and support regulation of emotions.	The EEF found that social and emotional learning support can have a positive effect of +4 months. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,3
Stormbreaks are used to support mental health and wellbeing in school.	Stormbreak sessions are specifically used as a targeted intervention to help children regulate their emotions and behavior, serving as a positive reward or break that improves focus for subsequent learning. home stormbreak CIO	2,3
Sensory circuits for identified children to help children be ready to learn.	Sensory circuits involve a sequence of physical activities designed to alert, organise and calm the child. This facilitates sensory processing to help children regulate and organise their senses in order to achieve the optimum level of alertness required for effective learning. Sensory Circuits - Childrens Choice Therapy	1,2,3,5
Indoor space provided at breaktimes and lunchtimes as a calm	The EEF found that social and emotional learning support can have a positive effect of +4 months.	2,3

space for identified children to improve behaviour and reduce emotional overload.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Attendance is monitored frequently and personalised support is provided by the Attendance Lead and Attendance Champion, for PP pupils with less than 96% attendance.	The EEF states that targeted parental engagement around attendance can have a positive impact. Evidence brief on improving attendance and support for... EEF (educationendowmentfoundation.org.uk)	6
Attendance lead provides support and strategies for children identified as persistently absent. This includes personalised letters/phone calls, home visits and meetings with the attendance lead as appropriate.	Good attendance is crucial for the overall success of a school and its students. It is a key factor in the achievement of educational goals and the development of students' skills and knowledge. The Education Endowment Foundation (EEF) emphasises the importance of attendance in improving student outcomes and the quality of the school's curriculum, ethos, behaviour, and inclusivity. By fostering a culture of attendance, schools can create a supportive environment that encourages students to stay engaged and committed to their education. Supporting attendance EEF	6

Total budgeted cost: £15730

As the total budgeted cost is higher than the Pupil Premium allocation for 2025-2026, additional spending will be taken from other restricted income.

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.

Aim: For all pupil premium children to make at least good progress from their individual starting points in reading, writing and maths. For some pupil premium children to make accelerated progress.

100% of pupil premium pupils made at least good progress in Reading. 10% made accelerated progress.

90% of pupil premium pupils made at least good progress in Writing. 20% made accelerated progress.

90% of pupil premium pupils made at least good progress in Maths. 10% made accelerated progress.

70% of pupil premium pupils reached at least age-related expectations in reading. 60% in writing & 70% in maths.

Aim: For all pupil premium children to have out of school experiences to build their cultural capital.

All pupil premium children attended at least two school trips during the year. All pupils watched a Christmas pantomime at the theatre. For many children this was the first time they had experienced watching a pantomime. Children in all year groups attended an off-site school trip which broadened their cultural capital.

63% of pupil premium pupils in Year 1 – 4 attended extra-curricular clubs, as a result they learnt new skills such as tennis and cricket. The children were able to have fun away from the pressure of a PE lesson.

One pupil premium child received 1:1 instrumental lessons. Four pupil premium children received whole class PBuzz lessons and whole school singing experiences. This allowed children to learn a musical instrument for the first time, thus increasing their cultural capital.

Aim: The quality of curriculum and learning experiences is consistently good or better.
Evidence shows a positive impact on pupils' cultural capital.

School audits (internal and external) and Ofsted show Quality of Education is at least good. The development of Pathways to Write has increased cultural capital through a wide range of books. This is evidenced through pupil voice.

All pupil premium children had access to a number of in-school experiences including anti-racism workshops, a Golf workshop, trampolining day, and international dance day. All of these experiences broadened cultural capital, as evidenced by pupil voice.

Four children attended Forest School for a 6-week block. As a result, the children developed their physical motor skills and showed increased self-confidence, resilience and an emotional awareness in the natural world. This also developed their cultural capital.

Aim: Language skills for PP children improve.

100% of pupil premium pupils made at least good progress in Reading. 10% made accelerated progress. As a result of this accelerated progress, children grew in confidence. Increased language skills were also evident during whole class reading lessons using the Pathways to Read resources. Forest school for four children showed an increase in confidence in social situations and an increase in language skills.

Aim: Families feel supported.

Parent voice indicates that families have been supported in personalised ways including food banks, technical support to apply for middle school places and support with pre-loved uniform. Families have been helped to access the Early Help facilities for parenting advice. These have been facilitated by weekly drop-in sessions for parents.

Aim: Children receive parental support with homework.

Parental voice led to a change in homework expectations last year with the focus shifting to an emphasis on the importance of reading five times a week and supporting basic mathematical skills. As a result, all pupil premium children made good progress with their reading this year and are all working at Age Related Expectation for reading.

Externally provided programmes

Programme	Provider
PIXL	PIXL
Pathways to Write	The Literacy Company
Pathways to Read	The Literacy Company
Twinkl Phonics	Twinkl
Mastering Number	NCETM
Theraplay	Theraplay
Sensory Circuits	Sensory Circuits
Stormbreak	Stormbreak
Music Enrichment	Inspiring Music
Tom Sherrington Walk Thrus	Tom Sherrington

Further information

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