

Pupil premium strategy statement – Harborne 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	Data
Number of pupils in school	807
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year) ¹	2025 26 2026 27 2027 28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Linda Francis
Pupil premium lead	Claire Walters
Governor / Trustee lead	Raj Mann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,955
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£146,955

Part A: Pupil premium strategy plan

Statement of intent

At Harborne Primary School, we are committed to providing an ambitious, accessible and inclusive curriculum, alongside targeted support and school community engagement. Together, we build a culture and an environment where every pupil feels safe, valued, and motivated to achieve. This ultimately leads to improved outcomes for all, but we prioritise closing the attainment gap between our pupil premium children and non-pupil premium children nationally. The focus of our Pupil Premium Strategy is to support pupil premium pupils to achieve their full potential, including progress for those who are already high attainers.

Our Pupil Premium Strategy aims to ensure that all pupils, especially those from disadvantaged backgrounds, are challenged and supported effectively. We recognise the importance of addressing the barriers faced by pupil premium pupils. We know children need to attend school regularly to make the most of their school journey.

The approaches we have selected complement each other to help pupils thrive. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for pupil premium pupils' outcomes and raise expectations of what they can achieve;
- act early to intervene at the point need is identified;
- ensure pupil premium pupils are challenged.

By implementing these evidence-based strategies, Harborne Primary School can effectively address the barriers faced by pupil premium pupils. Our commitment to high-quality teaching, targeted academic support and holistic support of the child will not only enhance the educational experience for these pupils but also align with our vision of fostering opportunity, respect, confidence, aspiration and success for all.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance and Punctuality</u> We know that regular and punctual attendance at school is critical to accessing the best learning opportunities.

	<p>Data for 2024-25 shows that attendance for pupil premium children at Harborne Primary School was 91.4%, in comparison to a non-pupil premium Harborne Primary School figure of 95.2% and a national figure of 94.8%.</p> <p>In 2024-25, 31.1% of pupil premium pupils at Harborne Primary School were 'persistently absent' (10% or more of school sessions missed) compared to a national figure of 17.6% and 9.6% of their non-pupil premium school peers during that period.</p> <p>Furthermore, 1.9% of pupil premium pupils were 'severely absent' (50% or more of school sessions missed) compared to 2.26% nationally and 0.3% of their non-pupil premium school peers in the same period.</p> <p>Data shows that pupil premium pupils were late 3.5 times more often than non-pupil premium children, therefore missing out on crucial learning at the beginning of the day.</p>
2	<p><u>Mathematics</u></p> <p>Internal and external assessments indicate that attainment in Mathematics among pupil premium pupils is significantly below that of non-pupil premium pupils.</p> <p>Across the school, in 2024-25, 32% of pupil premium children achieved the expected standard for their year groups against a figure of 66% for our non-pupil premium pupils.</p> <p>At end of key stage statutory assessments, 36% of Year 6 pupil premium children achieved the expected standard in Summer 2025 (including 7% at the higher standard), while 80% of non-pupil premium pupils achieved expected and above.</p> <p>In the Multiplication Tables Check, 60% of pupil premium children achieved a score of 20+, while 80.4% of non-pupil premium children achieved 20+.</p> <p>Upon completion of the EYFS Profile, there is a difference of -56% in Mathematics attainment between our pupil premium and non-pupil premium pupils.</p> <p>Weaknesses in Maths attainment contributed to our pupil premium children underperforming in their combined attainment at the end of KS2 (27%) compared to non-pupil premium pupils (68%).</p>
3	<p><u>Writing</u></p> <p>Internal and external assessment data indicate that attainment in writing by pupil premium pupils is significantly below that of non-pupil premium pupils.</p> <p>Across the school, in 2024-25, 31% of pupil premium children achieved the expected standard for their year groups against a figure of 66% for our non-pupil premium pupils.</p> <p>At end of key stage statutory assessments, 36% of Year 6 pupil premium children achieved the expected standard in Summer 2025, while 76% of non-pupil premium pupils achieved expected and above.</p> <p>Upon completion of the EYFS Profile, there is a difference of -49% in Writing attainment between our pupil premium and non-pupil premium pupils.</p>
4	<p><u>Reading</u></p> <p>Internal and external assessment data indicates that attainment in reading by pupil premium pupils is significantly below that of non-pupil premium pupils.</p> <p>Across the school, in 2024-25, 43% of pupil premium children achieved the expected standard for their year group against a figure of 77% for our non-pupil premium pupils.</p> <p>At end of key stage statutory assessments, 50% of Year 6 pupil premium</p>

	<p>children achieved the expected standard and above in Summer 2025, (including 14% at the higher standard) while 84% of non-pupil premium pupils achieved the expected standard.</p> <p>Upon completion of the EYFS Profile, there is a difference of -42% in Reading attainment between our pupil premium and non-pupil premium pupils.</p>
5	<p><u>Pupil well-being and family support</u></p> <p>Our observations, discussions and assessments (including half-termly whole school 3 Houses activities) with pupils and families have identified social and emotional challenges for many in our school community, including poor mental health, cost of living pressures and temporary housing, leading to rising levels of anxiety. Whilst these external factors can have a detrimental effect on many families, these challenges disproportionately affect our pupil premium pupils. Class Teacher referrals to our Pastoral Team for support have increased, particularly since the pandemic, with most referred children requiring additional support with social and emotional needs. A number of pupil premium pupils require support due to lack of self-belief and confidence in their abilities as well as with self-regulation, separation anxiety and engagement, all of which negatively impact progress and attainment.</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
To achieve and sustain improved attendance and punctuality for all pupils – particularly our pupil premium children.	<p>School has a culture that values and supports regular school attendance and punctuality, and good attendance is recognised and celebrated.</p> <p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • A reduced attendance gap between pupil premium pupils and their non-pupil premium peers. • Reduced number of lates overall and particularly for our pupil premium children. • Robust systems in place and tracked to check and support good attendance and maintain a high level of safeguarding.
Improved mathematics attainment for pupil premium children by the end of KS2.	<p>Improved attainment in maths among pupil premium pupils, compared to non-pupil premium pupils within school and nationally. More pupil premium children achieve the expected standard and the higher standard. End of KS2 assessment data will show that pupil premium pupil outcomes are at least in-line with national data and that they have better than average progress.</p>
A reduced attainment gap in the outcomes for writing and reading of pupil premium children,	<p>Improved writing and reading attainment among pupil premium pupils, compared to</p>

compared to non-pupil premium within school.	non-pupil premium pupils within school and nationally. More pupil premium children achieve the expected standard and the higher standard. End of KS2 assessment data will show that pupil premium pupil outcomes are at least in-line with national data and that they have better than average progress.
To achieve and sustain improved well-being for all pupils in our school, particularly our pupil premium children and provide deeper curriculum learning experiences, visits and nurturing provision for pupil premium children to support and increase their resilience, confidence, wellbeing and passion for learning.	<p>Sustained high levels of wellbeing, positive interactions between children and strengthened attitudes towards school life demonstrated by:</p> <ul style="list-style-type: none"> • qualitative and quantitative data from pupil, parent and staff voices • an embedded, successful whole school approach to positive behaviour management • frequent and regular participation in a range of enrichment and leadership activities, by our pupil premium pupils. • Support for families is part of our embedded offer to our school community.

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: **£ 60363**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: feedback, questioning, modelling, challenge, scaffolding and flexible grouping	<p>EEF Teaching and Learning Toolkit Principles of Instruction (Barak Rosenshine)</p> <p>We know that effective feedback has a high impact on learning outcomes, up to 6+ months.</p> <p>Alongside this, with effective questioning and modelling, teachers can maximise their influence on positive outcomes for all pupils including pupil premium pupils.</p>	2,3,4
Mentoring and support for teachers –	We know that research shows instructional coaching for teachers	2,3,4,5

<p>Newly appointed Senior Strategic Leader.</p> <p>1:1 coaching and mentoring support for teachers via a Teacher Development Programme</p> <p>% of pupil premium towards salary costs</p>	<p>strongly impacts student outcomes</p> <p>Instructional Coaching</p> <p>Recruitment and Retention Strategy (DfE, 2019) draws on international research and suggests how staff can be supported through mentoring in key areas including; mentoring within the school's learning community, support for mentoring, establishing a formalised mentoring routine, establishing productive mentoring conversations.</p>	
<p>Cover costs for NPQ programmes to support retention of excellent practitioners (2x staff completing NPQSEN)</p>	<p>EEF Effective Professional Development Oct 21 states that CPD through NPQ programmes 'exemplify a growing consensus that promoting effective PD plays a crucial role in improving classroom practice and pupil outcomes'.</p>	2,3,4,5
<p>Introduction of a new approach to the writing curriculum</p>	<p>The "I Am a Clever Writer" (IAACW) approach is designed to improve writing skills in pupils by providing a systematic framework that focuses on the gradual development of writing competencies.</p>	3
<p>Whole school reading approach to support the development of reading fluency from Year 2 summer term.</p>	<p>EEF evidence (July, 2021) cites exceptional progress of +6 months gained through the use of effective reading comprehension strategies, appropriate text levels, diagnosis of reading difficulties and the use of digital technology.</p>	4
<p>Mastery approach to maths to close the disadvantaged, attainment gap</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic. Learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. Mastery learning approaches give additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills (EEF, September, 2021).</p>	2
<p>CPD for all staff (including support staff) in CPOMS, Attendance and Medical Tracker to ensure high quality safeguarding at all times.</p>	<p>Marc Rowlands research, <i>The A-Z of Addressing Disadvantage</i>, talks about the need to identify the precise barriers many families face and only then can we 'close the gap with clarity, sensitivity and impact'. By taking a holistic approach, we can be 'experts in our pupils, not experts in labels'.</p>	1, 5

	<p>We will give teachers and support staff the expertise, training and knowledge to support pupil premium children to thrive.</p> <p>DfE Working together to improve school attendance (Aug 24)</p> <p>DfE Working together to safeguard children (Dec 23)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment - Phonics Tracker, NTS Assessments in Reading and Maths, and GAPS for SPAG</p> <p>Using robust assessment tools to baseline pupils to facilitate early identification of gaps in knowledge. This enables school to target where the gaps are and make a strategic plan to close those gaps.</p>	<p>EEF (June, 2021) - Careful assessment of pupils needs</p> <p>Marc Rowlands reminds us that effective support 'needs to be rooted in assessment and observation' so that teaching assistants support is well targeted.</p> <p>Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes.</p> <p>Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers.</p> <p>High quality communication between teaching assistants and classroom teachers is likely to support good outcomes for pupils.</p>	2,3,4
<p>IAACW assessment framework, to support with accurate assessment and identification of gaps in writing. All staff trained to follow the philosophy of IAACW and Year Group Leaders supported to map and plan effective medium term overviews that are progressive and show fidelity to the</p>	<p>IAACW ensures a consistent and streamlined approach to writing that upskills all members of staff with use of skills and progression documents to raise the standards of writing for all children.</p>	3

<p>philosophy.</p> <p>The use of Birmingham SEND Toolkits and Tapestry – to support with accurate assessment, identification of gaps and bespoke teaching activities for pupils with SEND.</p>	<p>EEF - Plotting overlapping needs for pupils with SEND</p> <p>We know that at the end of primary school, the attainment gap between pupils with identified SEND and their peers has been, on average, over twice as wide as the gap between pupils eligible for FSM and their peers. We also know that some of our pupil premium children also have SEND. This further exacerbates the need to accurately identify needs and put bespoke support in place which is carefully monitored over time.</p>	<p>2,3,4,5</p>
<p>In addition to daily teaching, Class Teacher led interventions include:</p> <ul style="list-style-type: none"> • Warwickshire Fine Motor • Handwriting KS2 • Phonics in Year 1 • Spelling interventions • Maths fluency • 1:1 KS2 reading support • Reading Fluency Yr2 - 6 • RWM SATS Boosters 	<p>For interventions to be effective, they must target the right pupils at the right time. EEF - Selecting Interventions – Evidence Insights highlights that class teachers are best placed to deliver support to pupils they know well and monitor closely.</p>	<p>2,3,4</p>
<p>Teaching Assistant deployment to support pupils in class and with targeted interventions to close the attainment gap, including:</p> <ul style="list-style-type: none"> • 1:1 small group interventions, inc pre-tutoring • Phonics • Additional 1:1 reads • Third space learning • Language development (Talk Boost) 	<p>EEF Teaching Assistant Interventions June 21, report that well targeted and monitored interventions can impact +4 months for pupils.</p> <p>EEF Early Years Toolkit emphasises the importance of early communication and language development. Effective communication intervention can lead to +7months progress.</p>	<p>2,3,4</p>

<p>1:1 tutoring through Third Space Learning, an AI intervention, to address gaps in knowledge and embed skills for our pupil premium children in Mathematics. It is also used ambitiously to direct support to pupil premium children who have the potential to achieve a Greater Depth judgement.</p>	<p>EEF Teaching and Learning Toolkit: 1:1 tuition +5 months</p> <p>EEF Making a difference with effective tutoring</p> <p>We know that the gap between outcomes for pupil premium children and non pupil premium in Maths is significant.</p> <p>Data from Third Space Learning shows in July 2025, in their Yr 6 SATS, '78% of the pupils receiving TS tutoring...reached the expected standard in maths'.</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

£57092

Budgeted cost: £Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>Working with external partners to explore, implement, and monitor robust routines to track and respond to absence and lateness. Use of early intervention strategies for pupils showing signs of poor attendance e.g. Weekly attendance certificates for individuals and classes, free Breakfast Club provision for persistently absent pupils.</p> <p>Weekly SLT Attendance meeting to track trends weekly and over time, involving Pastoral, Attendance, SEND and Pupil Premium leaders.</p> <p>Appointment of AHT responsible for Attendance.</p>	<p>DfE Working together to improve school attendance (Aug 24)</p> <p>DfE Working together to safeguard children (Dec 23)</p> <p>We will engage with families to understand barriers, collaborating with parents to find supportive solutions. We will work with the LA and other community partners and give clear messages to our school community regarding the importance of excellent attendance.</p>	<p>1,5</p>

Appointment of Attendance Officer in PP Strategy year 2 (2026-27)		
<p>Extend the school wrap around offer (Breakfast club) to support pupil premium families at a subsidised cost who are studying or returning to work.</p> <p>Support families with attendance difficulties by offering free Breakfast Club places.</p>	<p>Free Breakfast Clubs (DfE Nov 25)</p> <p>We know some families experience barriers and that for each child to achieve and thrive, they need to be in school and ready to learn. We will support parents of pupil premium children, allowing them to work and therefore tackle poverty.</p>	1,5
<p>Appointment of Pastoral Lead</p> <p>Our Pastoral Lead oversees the well-being of all pupils, paying particular attention to pupil premium pupils. The Pastoral Lead will monitor pastoral referrals from class teachers, working in partnership with external agencies, e.g. school nurse, Malachi, Birmingham Children's Trust, Forward Thinking B'ham and Edwards Trust and others.</p> <p>The Pastoral Team supports children with anxiety, low self esteem, separation anxiety or who find self regulation challenging through attendance at boys' club and girls' group all of which promote self-belief and grow confidence.</p>	<p>OFSTED Strong Foundations (Oct 24)</p> <p>We know that if we create the right learning culture for our most vulnerable pupils, all pupils will thrive and achieve.</p> <p>Action for Children research tells us that children that grow up in poverty are more likely to face experiences that can cause a child to have lower self-esteem or struggle with mental health conditions like depression or anxiety.</p>	1,5
Personalised communications for families considering content, frequency, timing, language, tone and	<p>EEF Parental Engagement +4 months</p> <p>We know that parental engagement can have a positive effect of +4 months. We will tailor communications to encourage</p>	1,5

<p>medium to support parental engagement</p> <p>Face-to-face opportunities for positive engagement with parents/carers e.g.</p> <ul style="list-style-type: none"> • Creating a sense of 'belonging' by celebrating and sharing successes (assemblies, newsletter) • Cultural appreciation day • Parent workshops/Coffee Mornings (inc SEND) • Developing parents knowledge of learning strategies (reading, phonics and maths workshops) • Reciprocal relationships and a culture of collaboration between home and school e.g. (Malachi, parent/teacher meetings, pupil voice, wider school celebrations) 	<p>positive interactions with all parents, especially those that are harder to reach.</p> <p>Education Support, Partnering with parents: Five strategies for stronger school communities</p> <p>We know effective parental engagement boosts pupil achievement through improved motivation and attendance, fosters stronger home-school partnerships and supports a more inclusive and welcoming environment. When parents are actively involved, it enhances understanding between home and school. Prioritising open communication with families creates a positive ripple effect, improving pupil outcomes, staff morale, mental health and the overall school culture</p>	
<p>Subsidised enrichment and Personal Development opportunities including:</p> <ul style="list-style-type: none"> • residentials, trips • music lessons • outdoor activities • vouchers for Book Fair, Santa's Grotto 	<p>We will focus on personal development opportunities to enhance educational outcomes and build personal growth, developing aspiration and growing resilience in our pupils.</p>	5
<p>A holistic approach to supporting families' well-being including:</p> <ul style="list-style-type: none"> • AHT- Pupil Premium • Pastoral Team • Malachi • TLfG • NHS referrals and follow ups via the school nurse (triangulating 	<p>We know positive partnerships between home and school create the best outcomes for pupils. We understand simple changes, such as having one central person to contact for information or signposting can support parents to access the support they need. Our AHT for Pupil premium will be the first point of contact for families with a pupil premium child.</p> <p>Supporting Pupil Premium Parents – Five Approaches</p>	1,5

medical professionals and services together) • housing applications • assisting with secondary school applications • referrals to Central Food Bank		
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Total budgeted cost: £60363 +£29,500+£57092= £146955

Part B: Review of the previous academic year

Outcomes for pupil premium pupils

1. A reduced attainment gap in the outcomes for reading of pupil premium children, compared to non-pupil premium within school.

Pupil premium allocation was used to part purchase reading material to enhance and increase the range of genres available to children and boost reading learning. This had a positive impact especially in upper KS2 where 14% of pupil premium pupils in Yr 6 reached the Greater Depth standard in their SATS. However, in these tests, 36% of Yr 6 pupil premium children achieved the expected standard (Summer 25), while 84% of non-pupil premium pupils achieved the expected standard.

Across the school, in 2024-25, 43% of pupil premium children achieved the expected standard for their year group against a figure of 77% for our non-pupil premium pupils.

Data from the EYFS Profile, highlights a difference of -42% in reading attainment between our pupil premium and non-pupil premium pupils.

We must continue to target and close the attainment gap of pupil premium pupils in their reading outcomes.

2. Improved maths attainment for pupil premium children at the end of KS2.

In 2024-25, 32% of pupil premium children achieved the expected standard for their year groups against a figure of 66% for our non-pupil premium pupils.

At end of key stage statutory assessments, 36% of Yr 6 pupil premium children achieved the expected standard in Summer 25 (*inc7% GD*), while 80% of non-pupil premium pupils achieved expected and above.

MTC 60% of Pupil Premium achieved a score of 20+ against a score of 20+ for 80.4% of non-pupil premium pupils.

Upon completion of the EYFS Profile, there is a difference of -56% in Mathematics attainment between our pupil premium and non-pupil premium pupils.

Weaknesses in Maths attainment contributed to our pupil premium children underperforming in their combined attainment at the end of KS2 (27% PP compared to 68% of all other pupils).

We must continue to target and close the attainment gap of pupil premium pupils in their KS2 attainment.

3. To achieve and sustain improved attendance for all pupils, particularly our pupil premium children.

In 2024-25, attendance for pupil premium children at Harborne Primary School was 91.4%, in comparison to a non-pupil premium figure of 95.2% and a national figure of 94.8%.

In 2024-25, 31.1% of pupil premium pupils at Harborne Primary School have been 'persistently absent' (10% or more of school sessions missed) compared to a national figure of 17.6% and 9.6% of their non-pupil premium school peers during that period.

Furthermore, 1.9% of pupil premium pupils have been 'severely absent' (50% or more of school sessions missed) compared to 2.26% nationally and 0.3% of their non-pupil premium school peers in the same period.

The aspiration to close the difference with non-pupil premium pupils within our school continues.

4. To achieve and sustain improved punctuality for all pupils, particularly our pupil premium children.

Data shows that pupil premium pupils were late 3.5 times more often than non-pupil premium children, therefore missing out on crucial learning at the beginning of the day.

We will continue to prioritise punctuality as crucial for positive outcomes for all children including our pupil premium pupils.

5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupil premium children.

In 24 25, we routinely used the 3 houses activity to triage mental health and well-being for all our pupils. We found this was an effective tool in identifying children who were experiencing difficulties at home and school.

Once identified, children were able to work with our in school Pastoral Team and other agencies such as COBS, Edwards Trust and Transforming Lives for Good.

Pupil voice surveys also allowed us to better understand the feelings and wishes of pupils and address common concerns. In 25 26 we want to build on these processes and further improve our pastoral offer to all pupils, especially those more vulnerable children.

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
1:1 mentoring	Transforming Lives for Good
Bereavement Counselling	Edwards Trust