

Pupil premium strategy statement – The Henry Moore 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	556
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025-2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Cowley Head Teacher
Pupil premium lead	Lissy Nixon Deputy Head Teacher
Governor / Trustee lead	Laura Akers Governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£93,930

Part A: Pupil premium strategy plan

Statement of intent

At the Henry Moore Primary School, part of Harlow Inspiration Learning Trust (HILT), we target the use of the Pupil Premium Grant Funding to ensure that **all** pupils, regardless of their background, whatever challenges they face, whatever their needs and starting points, make good progress and achieve high attainment across all subject areas.

Our evidence driven approach will focus on an academic and holistic ethos enabling all disadvantaged children to be fully supported to ensure their potential within a HILT primary school is fully realised. Academic progress will be fundamental as this is proven to enhance life chances for children; however, aligned with this will be exposure to a diverse range of cultural activities to ensure children's experiences are enriched with music, art and literature.

The fundamental principle of the strategy, which is fully interlinked to our School Development Plan, will be a long-term approach to deliver high quality practice across the educational spectrum. Evidence indicates that this will have the greatest impact on all learners within the Trust and ensure that this will best support disadvantaged pupils of all abilities. However, it will not be driven by pre-conceived notions or perceptions; it will be in response to the individual needs of the child. Challenges of all our vulnerable pupils, including those who have a social worker and young carers, will be constantly reviewed and acted upon at the point need is identified.

Staff engagement with the process is vital for this to succeed. From the use of evidence and the encouragement of self-research, staff will have an implicit understanding of the fundamentals of this strategy. Staff within the school will fully understand the benefits of early identification and challenge set to disadvantaged pupils, taking responsibility for their outcomes and raising expectations of what they can achieve. Additionally, robust diagnostic assessment will be used to complement professional judgement in determining the impact of their own high quality practice and how this is benefitting all children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils have indicated underdeveloped oral language skills and vocabulary gaps among many of our children, evident from Reception through to KS2, with more prevalence among our disadvantaged children.
2	Low attainment on entry to the Early Years Foundation Stage within the Prime Areas of Learning: <i>Listening, Attention and Understanding, Speaking, Word Reading and Writing</i> . Children's general level of communication and building relationships are again notably lower than pre-COVID intakes. These children were born during the pandemic and will have had less exposure to family and friends during their earliest years of life.
3	Reduced exposure to high quality reading materials and a proportion of parents/carers not reading with, or to, their children over a long period of time. For some, reading is not seen as an important aspect of time outside of school.

4	Our assessments continue to indicate that the partial school closures and disruption to learning and early development caused by the COVID-19 pandemic have negatively affected both the academic and social and emotional development of our disadvantaged pupils, to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps in Reading and Writing. <i>2024-2025 data for Y1-Y5 indicates good progress for disadvantaged children, particularly in Reading (-1%) compared to their non-disadvantaged peers; but attainment remains below (Reading -30% and writing -29%).</i> See page 11 for Year 6 attainment data (2024-2025).
5	More frequent SEMH difficulties: our assessments (including pupil and parental surveys), observations and discussions with pupils and their families indicate an increasing number of children have social and emotional difficulties which directly impact on progress, attainment and wellbeing.
6	Although data gathered during the past 3 years indicates a reduced gap in both the overall attendance and persistent absence of our disadvantaged pupils in relation to their non disadvantaged peers, absenteeism, as well as punctuality, continues to negatively impact the progress and outcomes for several of our disadvantaged pupils.
7	Reduced exposure to enrichment opportunities outside of school. Our observations and discussions with children and families indicate that many of our disadvantaged children have reduced access to cultural opportunities, which are impacting on their understanding of the curriculum and contributing to the attainment gap. This has been backed up by national findings which have ultimately led to an increased focus on improving 'cultural capital' within the curriculum.
8	Lack of parental engagement and confidence in supporting children at home.
9	Low ambition and aspiration amongst some of our pupils.

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
Swift identification of students that are underachieving to ensure that they are supported to fulfil their potential.	Robust diagnostic assessments and regular pupil progress meetings ensure that underperforming disadvantaged pupils are quickly identified and subsequently targeted, including our high attainers.
To continue to develop and raise the standards in EYFS, with high expectations for phonics, oracy and early writing.	➤ GLD is above national average. ➤ Evidence from assessment & monitoring identifies all children are well challenged and making good progress. ➤ EYFS team operating highly effectively as evidenced by outcomes, particularly in speaking, personal development and writing.

Strong progress resulting in improved reading attainment among disadvantaged pupils.	Year on year internal data indicates that reading outcomes are improved for disadvantaged pupils and are at least in line with their non-disadvantaged peers. KS2 reading outcomes remain high (well above national and LA averages) and in line with their non-disadvantaged peers. A greater proportion of pupils will achieve GLD in word reading and comprehension and pass Y1 Phonics check.
Strong progress resulting in improved writing attainment among disadvantaged pupils.	Continuing to exceed national expectations at the end of KS2 in Writing. Particular focus on raising the number of pupils achieving Greater Depth in all year groups.
Effective learning habits are embedded for all pupils.	Rates of fixed term suspension remain low, with 0% permanent exclusion sustained. Children speak ambitiously about their future at secondary school and potential further education.
Improvement of oracy skills in all children across all Key Stages.	Evidence triangulation indicates that disadvantaged children are more confident and expressive in their spoken language. They answer questions in class in full sentences using subject specific terminology. They are also able to comfortably address a range of audiences.
Pupils engage in a range of diverse cultural activities.	A strong programme of enrichment activities take place resulting in children being exposed to a wide breadth of cultural opportunities increasing their 'cultural capital'.
To achieve and sustain improved attendance and punctuality for all pupils, especially our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: - The overall attendance for all pupils being no less than 96% (2024/25 – 96.3%) with no gap between disadvantaged pupils and their non-disadvantaged peers. - A reduction in the percentage of all pupils who are persistently absent with no gap between disadvantaged pupils and their non-disadvantaged peers. Aim for 2025/26 is PA less than 7%
Families feel suitably supported and informed by the school to facilitate a greater engagement with their child's learning.	Internal evidence indicates that parents/carers engage with school delivered material. Parental feedback surveys are positive.
Disadvantaged families are supported to ensure, in as much as possible, finances do not inhibit the academic progress and wellbeing of their children.	Disadvantaged families are supported by the school to ensure that children arrive at school in uniform and with the correct equipment. Where needed, signposting is offered by the school and guidance to agencies that can offer additional support. Should families need support with food to ensure that children are not hungry, the school works closely with the parents/carers.
Swift identification of children whose self-esteem, confidence and wellbeing are negatively impacted, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025-2026 by: Regular triangulation between staff, parents and pupils ensures that pupil wellbeing remains paramount, and children receive the appropriate pastoral/nurture support.

To achieve and sustain improved wellbeing for all pupils	An increase in participation of enrichment activities, particularly among disadvantaged pupils.
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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: **£35,306**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments and training to ensure they are administered and interpreted correctly.	EEF states: Standardised tests, alongside diagnostic assessments, <i>'provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively they can indicate areas for development and help teachers isolate misconceptions.'</i>	1, 2, 3 and 4
Maximising learning. High quality teaching for all learners. Explicit focussed teaching following assessment of prior learning.	EEF States: <i>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'.</i>	1, 2, 3, 4 and 7
Quality CPD delivered by external consultants and advisors as well as staff exposed to both local (HET) and national perspectives.	Educational Institute Policy reports: <i>'Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider'.</i>	2 and 4
Teachers to continue to embed the crucial components for the teaching of reading and teaching comprehension through fun, interactive strategies.	EEF states: <i>'Reading comprehension strategies: very high impact for very low cost based on extensive evidence.'</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3 and 4
To develop high levels of oracy, which in turn impacts the standard of writing across the school. To develop high levels of writing.	EEF states: <i>'Writing strategies should be explicitly taught using the 'gradual release of responsibility' model.</i> Investment in a whole school writing framework to ensure a consistent and streamlined approach to writing. A focus on mastering the importance of foundational concepts and	1, 2

	fluency in writing (The Writing Framework, 2025; Strong Foundations, 2024).	
Ongoing training for new teachers and new LSAs on Phonics Bug, Bug Club and sound pronunciation. Phonics resources.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF EEF: <i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'.</i>	1, 2, 3 and 4
Gaps in communication and early language addressed by staff implementing the Wellcomm intervention. To support the development of high levels of oracy by ensuring regular opportunities to speak and listen through: • Pre-teaching of vocabulary • Debates • Presentations • School Council • Performances • Reading aloud • Assemblies • Show and Tell • Time To Talk • Games for language	The EEF guidance report, Preparing for Literacy (2020) states that: <i>'Approaches that emphasise spoken language and verbal interaction can support the development of communication and language. In turn, communication and language provide the foundations for learning and thinking and underpin the development of later literacy skills. The evidence suggests that the quality of these approaches is more important than the quantity. Furthermore, all children are likely to benefit from a focus on communication and language, but some studies show even larger effects for children from disadvantaged backgrounds'.</i> Additional evidence can be found: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2 and 4
	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://researchschool.org.uk/aspirer/news/an-evidence-based-approach-to-improving-oral-language-skills-of-disadvantaged-pupils https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&utm_medium=search&utm_campaign=site_search&search_term=NELI	1, 2 and 4

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

Budgeted cost: **£23,713**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion who receive tutoring will be disadvantaged, including those who are high attainers. Additional phonics sessions for all pupils who require further phonics support, including our disadvantaged (1:1 and group sessions).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3 and 4
Two LSAs (KS1 and KS2) trained in delivering speech and language programmes as needed. Additionally, training and monitoring staff to support oral language development in the form of 'Little Listeners' groups, Vocabulary groups, Lego Therapy and Attention Autism.	Internal assessments indicate that children are starting school with weaker language and communication skills. Evidence indicates: <i>One in four children who struggled with language at age five did not reach the expected standard in English at the end of primary school compared with one in 25 children who had good language skills at age five. (Save The Children, 2016)</i> <i>One in five children who struggled with language at age five did not reach the expected standard in maths at the end of primary school compared with one in 50 children who had good language skills at age five. (Save The Children, 2016)</i> Feedback from teachers and parents continues to be positive. Early intervention ensures children's needs are identified and the necessary support given without delay.	1, 2 and 5
Additional support to be robustly monitored using 'assess, plan, do, review' model.		

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

Budgeted cost: **£34,911**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance initiatives</u>	Many of our disadvantaged children come into school late, often without having had	5, 6 and 8

• Breakfast and After School Club • Home School Liaison Officer (Partial cost) to offer support and advice to families, increasing engagement and attendance in education and facilitating their access to additional services. • Attendance Officer - an independent AO is employed to ensure that the school is fully supported in raising attendance, including reducing persistent absence and improving punctuality.	breakfast. Breakfast Club removes this barrier, as well as providing children with a calming start to the day. Parents report that as a result, family life is less stressful in the mornings and children arrive at school on time. Teachers report improved attendance and punctuality, together with a more focused start to the day. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res After school club also provides the same social and educational benefits. HSLO - This initiative continues to be welcomed by parents who received direct family support for improving behaviour and routines at home. Teachers have reported that the pupils were more engaged with their learning as a result of this support. Pupils enjoyed weekly meetings with HSLO (if appropriate) and said that they felt listened to. A study undertaken by the NFER in 2000 (A detailed study of the working practices of the Educational Welfare Service) stated that: <i>‘there is much evidence of the wide range of provision and the pool of expertise and skills that Education Welfare Services are able to provide.’</i>	
<u>Cultural Capital Enrichment</u> Teachers to plan ‘authentic outcomes’ opportunities within the year group learning, including trips, visitors and curriculum resourcing. Financial support for disadvantaged pupils to ensure that they have same opportunities for enrichment activities that enhance their educational provision. • Music tuition; • Trips; • Extra-curricular activities, including Spanish lessons.	The increased cultural capital and life experiences for all our children is key. The knowledge, skills and experiences gained during these trips could make a significant difference towards their aspirations and general feelings towards school. Many disadvantaged pupils do not have access to music lessons or club membership. Physical activity is essential for good mental health and may pupils find a new hobby having been given the opportunity to try clubs at school. Inclusion in all aspects of school life is vital to children’s social and emotional wellbeing, therefore supporting their participation in residential and visits is an important aspect of ensuring inclusion and in enriching children’s cultural capital.	5, 6, 7 and 9

• Participation in My Future, My Harlow project.	Aims of the programme: To raise aspirations, to challenge stereotypes and to broaden horizons.	
<u>Well-being</u> To enable pupils to access provision to support their emotional well-being and enable greater resilience in school. • School to commission a therapeutic art teacher to support children for two days a week. • Introduce Opal Playtimes • MHST (MIND in Essex). Whole class sessions and 1-1 parenting support. • Forest School • Pastoral support ➤ Behaviour support	Art Therapy has proven invaluable to our pupils. Early intervention has prevented escalation and has also reduced the need for referrals to external agencies, including CAMHS (Child and Adult Mental Health Service). Internal evidence: children display • Improved emotional stability leading to increased engagement in class. • strategies for self-regulation of their emotions so that they can maximise their capacity for learning. EEF research shows that <i>“Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They can have an average overall impact of four months additional progress on attainment.”</i> EEF research shows that “play-based learning approaches improve learning outcomes by approximately four additional months. Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.” Sessions are designed to boost student mental wellbeing, teach coping strategies, and build resilience. Parents gain tools and confidence to actively support their child’s emotional well-being, for example anxiety, school refusal and challenging behaviour. Sessions boost children’s confidence, social skills, resilience and emotional wellbeing, while improving concentration, physical abilities, and environmental awareness. Our Pastoral Manager will continue to support vulnerable pupils and their families.	5, 6, 7 and 8

➤ 1:1 informal wellbeing support ➤ Direct support for parents/carers	<i>Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003)</i> Pupils enjoy the informal opportunities to talk regarding any worries or concerns that they may have. They say that they feel listened to. Parental feedback highlights that having a non-teaching staff point of contact at times has facilitated improved home/school engagement.	
<u>Behaviour</u> Continue to set high expectations for behaviour and support pupils to regulate emotionally. To know and understand our pupils and their influences. Restorative practice training for all staff.	Improving Behaviour In Schools: Guidance Report (Summary of Recommendations) EEF. <i>“... consistent approaches to behaviour can lead to strong relationships between teachers and students and form the foundations for learning.”</i> <i>“A Restorative approach in schools helps develop a healthier, learning environment, where children and young people take responsibility over their own behaviour and learning. The minds of those in a restorative school are focused on strengthening and repairing relationships, are inquisitive about what needs to happen and avoid attributing blame” (Thorsborne & Blood, 2013).</i>	5, 6, 7 and 9
<u>Contingency</u> Additional fund for acute, unforeseen difficulties.	Based upon the uncertainty and disruption faced during recent years, the school will set aside a small amount of funding to enable us to respond swiftly to needs that have not yet been identified.	1-9

Total budgeted cost: £93,930

Part B: Review the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to the results achieved by our own non-disadvantaged pupils.

Y6	Dis	Dis GD	Non Dis	Non Dis GD	Gap between Sch Dis and Nat Dis	Gap between Dis and Non Dis
Reading	71% 63% Na 62% LA	43% 21% Na 20% LA	87% 81% Na 82% LA	55% 39% Na 39% LA	+8% (+22% GD)	-16% (-12% GD)
Writing	57% 59% Na 56% LA	14% 7% Na 6% LA	83% 78% Na 78% LA	4% 16% Na 18% LA	-2% (+7% GD)	-26% (+10% GD)
Maths	86% 61% Na 58% LA	29% 15% Na 13% LA	91% 80% Na 82% LA	40% 31% Na 31% LA	+25% (+14% GD)	-5% (-11% GD)
GPS	71% 60% Na 57% LA	57% 19% Na 15% LA	85% 78% Na 80% LA	51% 34% Na 35% LA	+11% (+38% GD)	-14% (+6% GD)
R/W/M combined	57% 47% Na 44% LA	14% 4% Na 3% LA	79% 69% Na 70% LA	4% 11% Na 12% LA	+10% (+10% GD)	-22% (+10% GD)

Na (data 2025), LA (data 2025)

The data above demonstrates that our disadvantaged pupils achieved above national (Na) and local authority (LA) for age-related expectations+ (ARE+) and greater depth (GD) in almost all subjects. Maths and Grammar results were especially pleasing for this cohort. Our disadvantaged pupils outperformed their non disadvantage peers in Greater Depth for Writing and GPS.

Y1	Dis	Non dis
Phonics	50% 67% Na 61% LA	88% 83% Na 84% LA

The data demonstrates that our non-disadvantaged pupils achieved significantly above the disadvantaged pupils.
Note: small cohort size of disadvantaged pupils. Cohort of Dis = 4 pupils.

Each term, the Henry Moore Primary School undertook pupil progress meetings to discuss the performance, progress, attainment and wellbeing of the children. Within these discussions, disadvantaged children were highlighted to ensure that funding was aimed to support their learning and progress. Our internal assessments of all year groups during 2024-2025 suggested that the performance of the majority of pupils was lower in Writing than Reading and Maths.

We will continue to work hard to accelerate the progress for all our disadvantaged pupils this year, ensuring consistently high-quality classroom practice, with a focus on language acquisition in all its forms across the curriculum.

Our Attendance Officer continues to work one day across the Trust. Along with our Pastoral Manager, she has been proactive in targeting parental engagement through robust discussions with parents regarding reasons for low attendance and collaboratively planning support for

families to overcome the attendance barriers. Her involvement has shown a positive improvement in terms of reducing absence, including persistent absence:

2024-25 data indicated an improvement of +1% overall attendance for disadvantaged pupils with a +2.4% gap compared to the number of disadvantaged pupils nationally.

Adopting the national attendance framework in order to build upon improvements in attendance and further decrease persistent absenteeism remains a key, whole school focus. Without doubt, pupils experiencing success in the classroom is key to improving their life chances.

Achieving and sustaining the improved well-being of all our pupils, particularly our disadvantaged pupils, continues to underpin our whole ethos. We believe that only by investing heavily in these initiatives, will the children have the emotional and social stability to succeed in their learning and ultimately achieve their full potential. Pupil behaviour, attitudes and well-being are key strands on our school improvement plan 2025-26.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

It is important to note that the strategy itself has been supplemented by additional activities. The Trust aims to ensure that there is a wide range of extra-curricular activities on offer to the children, both sporting, musical and academic. These may be led by school staff or may be offered by outside providers. Where there is a payment necessary to participate, the school will utilise funds to ensure no disadvantaged pupils are prevented from participating.

This strategy has been created after extensive research from a variety of sources. It is important to note that the senior leadership team meet regularly to review what is currently in place and where necessary make refinements. Our strategy will be amended if it is considered that an approach is not proving effective over a reasonable period of time.

Therefore, this may result in this document being refined and redrafted when and where appropriate.

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- Attend HEC creative arts network meetings.
- Engagement with PTI/Harlow Futures/HEC initiatives to increase opportunities for the pupils and increased parental/community involvement
- Young Carers
- Punchdrunk enrichment workshops