



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Heathlands C of E Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	9.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25-28
Date this statement was published	Jan 25 Jan 26
Date on which it will be reviewed	Dec 26
Statement authorised by	(awaiting ratification)
Pupil premium lead	Mel Cork
Governor lead	Judith Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51510
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



PPG Funding received

25/26	51510
24/25	£59880
23/24	£58870
22/23	£33210 + £3625 recovery premium

Part A: Pupil premium strategy plan

Statement of intent

At Heathlands C of E Primary School, we maintain high expectations for every pupil. We believe that through high-quality teaching, effective partnership with parents, and a personalised approach to meeting individual needs, all children can reach their full potential, both academically and socially.

We employ a range of strategies to provide appropriate challenge and timely support to overcome barriers to learning. We are committed to delivering a broad and balanced curriculum, alongside a wide range of enriching opportunities that develop children's personal, social, physical and creative skills. This approach ensures pupils are engaged and achieve well.

Our focused interventions and approaches are implemented on a whole-school level and are not restricted solely to pupils eligible for Pupil Premium funding. Specific interventions and school initiatives have been made possible through the allocation of Pupil Premium funding. Staff actively engage with research and training to identify the most effective interventions and support, ensuring pupils thrive and narrowing achievement gaps.

Our targeted strategies address the individualised needs of children in receipt of Pupil Premium funding, with the aim that these children achieve as well as their peers with similar starting points who are not eligible for Pupil Premium.

The Heathlands team is committed to ensuring all disadvantaged pupils receive teaching that is at least good, with intervention and appropriate support tailored to their individual needs. Funding is allocated within the school budget by financial year, enabling us to plan our intervention and support programme year on year based on the needs of children in receipt of Pupil Premium funding. Our funding planning is informed by data analysis, trends over time, and a thorough understanding of our school's needs. We also draw upon a range of research, including evidence from the Education Endowment Foundation (EEF). Whilst we maintain a long-term plan, we conduct annual reviews to reflect the current needs of pupils within our school.

In 2025-28, we will continue to prioritise meeting the mental health needs of our pupils, alongside their learning needs. We maintain a vulnerable children list which is reviewed at least half-termly, with appropriate support put in place swiftly.



Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates was made by some pupil premium/disadvantaged children across the school.
2	Lower attendance overall and higher rates of persistent absenteeism of PP/disadvantaged children.
3	Social and emotional experiences in home life or early life, impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
4	Children can lack the vocabulary required of the current curriculum, this is particularly evident in the early years where speech and language is lower than expected on entry compared to previous intakes.



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
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<p>Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards.</p> <p>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Pupils have regular opportunities to rehearse, practice and consolidate key skills in reading, spelling, and mental and written arithmetic.</p> <p>Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.</p>
<p>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.</p> <p>Monitoring of attendance by the Senior team supports an increase in PP pupils’ attendance and a decrease in persistent absence.</p> <p>Early intervention supports the families to engage with improving attendance.</p>
<p>All pupils are exposed to a breadth of experiences and enrichment opportunities that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p>	<p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day, in line with their peers.</p> <p>Staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable. These are planned on a termly basis to enable all to access. Financial restrictions do not prohibit children from attending.</p>



	Increased numbers of disadvantaged pupils attending enrichment opportunities.
Phonics/spelling Increase the percentage of pupil premium pupils passing the Year one phonics screening test.	Improve children’s phonic knowledge so that the school exceeds national outcomes in the phonics check and beyond for disadvantaged pupils.
All children develop positive mental health and well-being with strategies to support them.	Provide emotional, social and mental health support to all pupils as needed.

Activity in this academic year 25-26

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
T/LSA directed INSET – Intervention use of Adaptive teaching and Ordinarily available to support all pupils	To provide further training to develop enhanced pedagogy techniques for LSAs. NFER (2014) Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” Sutton Trust Report (2011)	1,4
Following all staff receiving TPP training to embed whole school approach to well-being and mental health, we will develop our mental health support, and response to dysregulation.	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. EEF Toolkit – Social and emotional Learning.	3



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

Budgeted cost: £ 48362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention programs within class support - identified and monitored by PP Lead through Pupil progress meetings (writing/phonics)</p>	<p>Short, regular sessions over a set period (6- 12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i></p> <p>EEF Toolkit – individualised instruction</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level.</p> <p>EEF – Improving Mathematics in EYFS and KS1</p>	<p>1,4</p>
<p>TA deployment to be embedded to meet needs of most vulnerable learners with a focus on maths and literacy skills.</p>	<p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils.</p> <p>EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.</p> <p>Communication and language approaches emphasize the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. DFE (2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development. (EEF 2019)</p>	<p>1,4</p>



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

Budgeted cost: £2948

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support Pupil Premium pupils to access all aspects of the curriculum – including enrichment activities. Support the use of wrap round care if required.</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year (EEF) Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.</p>	<p>3,4</p>
<p>Identified pupils provided with additional support within school. This may include support linked to cognitive function or SEMH needs.</p> <ul style="list-style-type: none"> - Continue to use Art therapist - In school mentor support - Forest school sessions 	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” EEF</p>	<p>3,4</p>
<p>Attendance team to monitor and support Pupil premium families to improve attendance, punctuality and readiness to learn including persistent absentees. Use of school’s attendance strategy – focus on the whole family needs.</p>	<p>EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions</p>	<p>2</p>



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.

Heathlands had around 8.9% of the school roll being pupil premium. Assessments, records and observations indicate that pupil wellbeing, mental health and behaviour were impacted from the academic year 20-21 – with the main impact being COVID 19 issues (school closures, changes in family circumstances, family health needs). This was true of disadvantaged pupils despite significant support during this time as detailed in a previous report.

Key summary points

In line with previous terms, following pupil progress meetings pupils were identified for identification and support (see PP meeting notes) for pupils to make expected progress in line with their tracked data. The use of tracking documents to identify individual pupil progress, as well as attainment allowed swift identification. Pupils identified PPG are discussed as part of these meetings. Funding and provision were adjusted following these meetings, for example, identifying further pupils to receive Art therapy or the use of small group intervention. The use of LSAs to deliver specific interventions was carefully planned to support progress of identified pupils. As identified, LSAs have received training to develop their skillset to support pupils as highlighted through pupil progress meetings – phonics delivery, intensive interaction, PINS, sensory training. This has allowed further individualised intervention using evidence-based interventions.

Pupils with high level of SEMH continued to be provided with additional support and/or adjusted timetables to develop their ability to sustain focus on tasks along with appropriate support from external agencies to support attendance as well as behaviour.

Attendance for pupils identified as PPG (92.4%) is approximately 4% lower than 'all pupils' (96.4%), following the implementation of our Attendance strategy this gap continues to decrease (another 2% since last year). It is worth noting that the attendance figures for all PPG pupils were significantly impacted by a small group of persistent absentees. We have continued to work with Attendance compliance to support families, which included an attendance review of our systems in 22/23. We have reviewed our attendance systems in line with both the TPP principles of connection and belonging and [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance) and the Heathlands Attendance strategy is now embedded.



Throughout the school, there is a crossover of pupils identified as SEND and PPG – appropriate referrals, support and interventions were put into place as per our early intervention strategy (2024-2025, 25-26 cohort). As anticipated these gains may take longer to see.

Further Information (optional)

Previously, our pupil premium strategy has been supplemented by further actions that are not funded by either the pupil premium or recovery premium. This has included:

Using the DFE grant was used to train a Senior Leader as a Senior Mental Health lead, therefore ensuring there is a strategic senior lead focusing on embedding mental health and well-being throughout the school. This has been completed and a Mental Health strategy is in place at Heathlands.

Ensuring our offer of a broad range of high quality extra-curricular activities/clubs continues using a highly trained teacher to lead – this has increased attendance, aspiration, and wellbeing. These clubs are well received, and we are working to further support all pupils to attend when possible.



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?	24-25 - Funding was allocated directly to pupil need if identified. Other children have additional adult support through academic interventions.
What was the impact of that spending on pupil premium eligible pupils?	The children receiving academic interventions have made appropriate progress with their phonic ability, and ability to access the work in class.