



# Heage Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery Premium for the academic years 2024-2025, 2025-2026 and 2026-2027) 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 Pupil Premium spend had within our school.

### School overview

Detail	Data
School name	Heage Primary and School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governors
Pupil premium lead	Donna Hallam
Governor	Julie Skelding

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total: £38,683 Based on ?? eligible pupils 20- E6/FSM 5 - Service 3 - Post LAC 2 - LAC
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	£38,683

## Part A: Pupil premium strategy plan

### Statement of intent

Our values of respect, compassion, honesty, teamwork, kindness, respect and resilience reflect our beliefs around character education and equality in and out of the school environment.

We aim to make sure that the children at Heage Primary are provided with high-quality learning experiences based on a broad and balanced curriculum. We want all of our children to be prepared for challenges in life now and in their future lives. Our curriculum and personal development of character and values promotes the resilience needed for physical and mental health at any age..

We believe that all children should be treated as individuals along with having the strength to celebrate who they are and what they can add to the lives of other people and the world around them. Feeling supported in their first journey of education means, to us, that they feel safe, happy and know they have a team around them to be successful in life.

At Heage Primary we have a strong focus on being fully inclusive that enables all children to have access to the same opportunities regardless of their financial situation or previous life experiences.

All members of staff and the governing body accept responsibility for ensuring the progress of all of our children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and we are determined to ensure that all of our children are given every chance to maximise their full potential.

We recognise that some of our children in receipt of Pupil Premium funding (PP) face challenges, and we are determined to overcome these challenges to unlock the potential of all children. These challenges, at Heage Primary include - but not exclusively - lower levels of oracy and language, reduced exposure to literacy, social and emotional needs can be greater than others, lower attendance figures and lower aspirations for some children. We also know that many of our PP children do not have the same opportunities as their peers outside of school. Therefore, our key activities and spending reflect our response to their needs as set out below.

Our priority is to ensure that we provide children with the very best education through quality first teaching, a knowledge rich and aspirational curriculum and a highly developed and skilled support network to support all pupils in their social and emotional development. We are relentless in our support for high levels of attendance for all children, especially Pupil Premium children and go the extra mile to ensure they develop good habits of attending school and intervene swiftly where attendance drops.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, in no particular order.

Challenge number	Detail of challenge
1	Attendance of Pupil Premium children, with a particular focus on persistent absence.
2	Social and emotional well-being of some Pupil Premium children including low self-confidence and social interactions and relationships with their peers. This is linked with low attendance and lower attainment levels.
3	Lower language and oracy starting points for some of our Pupil Premium children when they enter school.
4	Experiences of some Pupil Premium children outside of school is limited. This limits the opportunity to build cultural capital/executive function and build their knowledge of the world. There is also a known impact on writing and the low levels of creativity.
5	Levels of aspiration and positive attitudes towards learning for some Pupil Premium pupils is low.
6	Gaps in phonic/spelling knowledge across the school. Linked with lack of language exposure both orally and through reading.
7	Writing outcomes at the end of FS2 creates a challenge for subsequent years. There is a link with lower levels of fine motor skills when children enter school.
8	Lack of exposure to quality texts in and out of school. The impact of this means that children are not engaged in reading and therefore reading outcomes are low and the love of reading is missed at an early age.

## 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>To prioritise early reading so that a greater number of Pupil Premium children pass the phonics screening in Year 1.</p>	<p>All Pupil Premium children pass their phonics screening in year 1. Children have the correct reading books and are progressing through the book bands at a similar rate to their non PP peers.</p> <p>All Pupil Premium pupils access our libraries and choose books for pleasure to widen their literary experiences.</p> <p>Pupil premium children will receive additional support in phonics to ensure they close the gap</p>
<p>To ensure Pupil premium children are not prevented from achieving their academic capabilities due to barriers created due to self-regulation, low self-esteem and peer relationships.</p>	<p>Levels of aspiration and children's expectation of themselves increases.</p> <p>Children will be independent learners and able to self-regulate their level of challenge across subjects and unstructured times of the day.</p>
<p>To ensure our Pupil Premium pupils develop strong cultural capital and experience both an experiential curriculum and are able to access extra-curricular and leadership opportunities in school.</p>	<p>Pupil Premium pupils will attend all visits and residential as cost will not be a barrier.</p> <p>Pupil Premium pupils will benefit from music lessons in school and will also attend a wide range of extracurricular clubs with cost not being a barrier.</p> <p>Pupil leadership positions will be made up of at least 20% Pupil Premium pupils.</p>
<p>To improve language and oracy of Pupil Premium children enabling progress and attainment in all subject areas.</p>	<p>All pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning.</p> <p>All pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work.</p> <p>Oral language interventions and vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work - improved outcomes evidenced in planning and work scrutiny.</p>

	<p>All pupils develop fluency in speaking and reading and a love of reading.</p> <p>Speaking and listening area of the EYFS early learning goal is secure for all PP children</p>
<p>To develop the resilience and aspirations for learning of all pupil Premium children - to enhance social interactions, relationships with peers, positivity, confidence &amp; independence.</p>	<p>Children are able to manage strong emotions, be resilient to challenges &amp; change, supporting emotional health &amp; positive wellbeing. Evidenced via pupil voice.</p> <p>Pupil Premium pupils will demonstrate a growth mindset evidenced from lesson observations, pupil interviews and work showing a greater level of challenge being achieved.</p> <p>Children will self-regulate their level of challenge appropriate to their needs.</p> <p>SDQ pre and post ELSA/Nurture Leads and Pastoral TA, demonstrates measurable impact on children accessing the provision.</p>
<p>To ensure our pupil Premium children attend school regularly to maximise learning opportunities.</p>	<p>Attendance data will show that attendance among Pupil Premium children does not fall below that of non-Pupil Premium children.</p> <p>Any persistent absence is rapidly addressed through a triangulation of evidence.</p>
<p>The teaching and learning of writing follows a progressive sequence that ensures that writing attainment is increased from 2024 data.</p>	<p>Teachers show increased confidence in the teaching of writing and this is demonstrated through both staff and pupil voice.</p> <p>Children feel proud of their writing and can discuss the process of writing so they can be successful.</p> <p>Attainment in all years shows progress and outcomes in Y6 are higher than in the previous academic year.</p>

## 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

Budgeted cost: £11, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.</p>	<p>'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. EEF</p>	<p>1, 3, 6, 7, 8</p>
<p>Development of writing sequence across school to ensure consistency of the teaching and learning of writing.</p> <p>Training for all staff, coaching between staff, English Lead to be trained in the delivery of the writing curriculum and disseminate training to others.</p>	<p>Writing instruction has been long been considered the exclusive remit of English teachers. But instruction in the 'rules of writing', which will vary in each subject area, is now acknowledged as critical to deepening students' understanding of discipline-specific ideas.</p> <p>EEF</p> <p>If we want students to develop expertise across the curriculum, we need to teach them the role and purpose of writing in each subject.</p> <p>This requires explicit instruction in how to write like an 'expert' to communicate ideas within each discipline, which can be developed through exposure to reading high-quality texts.</p> <p>EEF</p>	<p>3, 6, 7, 8</p>
<p>Work with the senior leaders within school in relation to monitoring to ensure teaching is high-quality and effective in English and other curriculum areas</p>	<p>Effective Professional Development - EEF. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. EEF</p>	<p>3, 6, 7, 8</p>

High-quality texts linked to enquiry learning	The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers EEF	7, 8, 5, 4, 3, 6
Staff ensure that targets for pupils are ambitious targets for all pupils	We are ensuring that our pupils have ambitious targets to help ensure that the gap between PP and Non-PP pupils is closed.	6, 7, 8
Coaching and support in place for teaching staff, including all ECTs and teaching students, to develop high- quality pedagogy and quality first teaching	Effective Professional Development - Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. EEF.	2, 3, 4, 5, 6, 7, 8
English lead to provide coaching for teachers and TAs in phonics.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. EEF	6, 7
Classrooms and communal areas of school are language rich environments supported by dual coding	Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum. Weinstein- Teaching the Science of Learning 2018	3, 6, 7, 8

**Targeted academic support: Budgeted cost: £9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions for pupils in EYFS and KS1	From previous experience and research this form of phonics intervention when using Little Wandle has high impact and this then continues for subsequent years.  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, EEF Phonics	6, 7, 2, 3,



Daily catch up interventions and increased reading for targeted readers.	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF reading comprehension.	8, 7, 6, 3, 2
Early Years Oracy interventions for pupils in FS2	Research suggests that oral language approaches have a high impact on pupil outcomes of up to 6 months. EEF.	3, 6, 7, 8
Purchase of Speechlink to provided assistance with SALT for pupils in need.	<a href="https://speechandlanguage.link/">https://speechandlanguage.link/</a>	3, 6
HLTA additional day used for phonics/writing interventions and to release the class teacher for intervention work	EEF Toolkit shows that feedback has high impact (+8) and individualised instruction has 3+ months progress compared to none or whole class.	6, 7, 8
Additional TA in FS2 2 sessions a week to work on ECAT and oracy within the setting.	EEF Toolkit shows that feedback has high impact (+8) and individualised instruction has 3+ months progress compared to none or whole class.	2, 3, 6, 7

**Wider strategies:** Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral TA to work <math>\frac{1}{2}</math> day a week to analyse attendance and contact low attenders. First Day Call and support families to raise attendance / punctuality.</p> <p>Pastoral TA to develop structured well-being interventions - wellbeing nurture groups, Lego therapy, attachment awareness, circle time.</p> <p>Pastoral TA to attend disadvantaged course provided by EEF and attachment and trauma awareness course.</p> <p>Ongoing training for Pastoral TA</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning - interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Disadvantaged children represented widely as well-being ambassadors/happiness heroes.</p>	<p>1, 2, 3, 5</p>
<p>Pastoral TA and SEND lead to engage parents in support meetings termly. 'Kenco with the SENCO' includes the pastoral TA and coffee mornings/afternoons assist in supporting and educating parents social support.</p> <p>Subject leaders to hold sessions for parents on phonics/reading/writing and maths and FS2 and ways in which parents can support at home.</p> <p>HLTA appointed an extra day a week to support release time for subject leaders</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</p>	<p>1, 2, 3, 5</p>

Subsidised contribution to residential visits and class visits.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF	4, 7, 1
Free Breakfast club for PP+ Children and free 8:30 breakfast club for all PP children	Being in school on time, having eaten breakfast ensure children are ready to learn. Addressing the most significant non-academic barriers to success - attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success. EEF	1, 2, 3,
Pastoral interventions that target positive attitudes to learning, confidence and resilience, including ELSA, sports mentoring and counselling.	Social and emotional approaches have a positive impact on pupil learning of up to 4 months. EEF	1, 2, 3, 5
A clear, robust and graduated approach to improving attendance and behaviour is evident.	Addressing the most significant non-academic barriers to success - attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success. EE	1, 2, 3, 4, 5,
Free uniform offered to PP pupils.	<a href="https://acamh.onlinelibrary.wiley.com/doi/10.1111/camh.12709">https://acamh.onlinelibrary.wiley.com/doi/10.1111/camh.12709</a>	1, 2, 3
Support to access extracurricular activities and music tuition	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, adds an additional three months progress. EEF	1, 2, 4, 5

**Total budgeted cost: £38,700**

## Part B: Review of outcomes in the previous academic year

This details the impact that our Pupil Premium activity had on pupils in the 2024-2025

### Pupil premium strategy outcomes 2024-2025

Intended outcome	Success criteria
<p>To enable pupil Premium children to make expected, and accelerated progress to achieve at the expected standard.</p>	<p>PP pupils have made positive progress in Reading and Writing at the end of KS1 and KS2.</p> <p><b>PP progress:</b> Reading =</p> <p>Writing =</p> <p>Maths =</p> <hr/> <p><b>Summary of 24/25 Academic Year PP vs Non-PP:</b></p> <hr/> <p>KS2:</p> <p>Reading =</p> <p>Writing =</p> <p>Maths =</p> <p>Combined =</p> <hr/> <p>KS1:</p> <p>Reading =</p> <p>Writing =</p> <p>Maths =</p> <p>Combined =</p>
<p>The teaching and learning of writing follows a progressive sequence that ensures that writing attainment is increased from 2024 data.</p>	

	<p><b><u>PP pupils at end of KS2 achieving GDS:</u></b></p> <p>Writing, maths and Combined.</p> <p>Reading =</p> <p>Writing =</p> <p>Maths =</p> <p>Combined =</p>

<p>To prioritise early reading so that a greater number of Pupil Premium children pass their phonics screening in Year 1.</p>	<p><b>Summary of progress for 24/25 academic year:</b></p>
<p>To improve language and oracy of Pupil Premium children enabling progress and attainment in all subject areas</p>	<p><b>Summary of progress for 24/25 academic year:</b></p>
<p>To develop the resilience and aspirations for learning of all pupil</p>	<p><b>Summary of progress for 24/25 academic year:</b></p>

Premium children –to enhance social interactions, relationships with peers, positivity, confidence & independence.	
To ensure our pupil Premium children attend school regularly to maximise learning opportunities	<b>Attendance data 24/25 academic year</b>
	<b>PP-</b> <b>Non PP-</b>
To ensure our Pupil Premium pupils develop strong cultural capital and experience both an experiential curriculum and access extra-curricular and leadership opportunities in school.	

### Externally provided programs

Programme	Provider
TT Rock Stars	Maths Circle
Compass changing Lives	NHS