

Pupil Premium Strategy Statement 2025-2026

Heage 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	178
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Donna Hallam
Pupil premium lead	Donna Hallam
Governor / Trustee lead	Jon Hodgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,733
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£49,773

Part A: Pupil premium strategy plan

Statement of intent

At Heage Primary, our Pupil Premium strategy reflects our commitment to inclusion, equality, and character education, underpinned by our values of respect, compassion, honesty, teamwork, kindness, and resilience. We aim to provide high-quality learning experiences through a broad, balanced, and aspirational curriculum, ensuring every child feels safe, supported, and ready for life's challenges.

We recognise that not all disadvantaged families are identified by Free School Meals, so our strategy captures all vulnerable children. We also understand that some families need additional support to help their child thrive, and we work closely with them to remove barriers to learning.

We are relentless about creating a strong sense of belonging to keep attendance high for all pupils, especially those who are disadvantaged. We also know that some children lack access to experiences their peers enjoy, so we ensure our curriculum and enrichment opportunities provide those experiences to build cultural capital and confidence.

For 2025/26, our focus is on:

- Sustaining strengths from last year: improved writing, attendance, and relational behaviour approaches.
- Embedding holistic pastoral support, particularly for PP+ and post-LAC pupils.
- Accelerating progress in FS2, Reading, and combined Reading, Writing and Maths outcomes for disadvantaged pupils.

Our approach combines quality-first teaching, targeted interventions, and strong pastoral care, ensuring equal opportunities and high aspirations for all children.

Challenges

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

Challenge number	Detail of challenge
1	Low combined attainment for disadvantaged pupils Disadvantaged pupils achieving the expected standard in Reading, Writing and Maths combined remains significantly below national averages, with large gaps persisting.

2	<p>Writing outcomes remain a concern despite improvement</p> <p>Although writing was a whole-school focus and progress has been made, disadvantaged pupils still perform well below national averages, and gaps to non-disadvantaged peers remain wide.</p>
3	<p>Maths attainment for disadvantaged pupils is consistently below national</p> <p>Despite some improvement in 2025, disadvantaged pupils' attainment in Maths continues to be behind national disadvantaged and non-disadvantaged averages.</p>
4	<p>Attendance and engagement for vulnerable pupils</p> <p>While attendance improved in 2024/25, maintaining high attendance and engagement for disadvantaged pupils remains a challenge, particularly for those with complex needs.</p>
5	<p>Social, emotional and enrichment gaps</p> <p>Many disadvantaged pupils, including post-LAC, have greater social and emotional needs and limited access to experiences outside school, impacting confidence, cultural capital, and readiness to learn.</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
Increase the percentage of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths combined, narrowing the gap to national averages.	<p>Disadvantaged pupils combined RWM attainment improves from 43% to at least 50%.</p> <p>Continue to decrease the gap between school disadvantaged outcomes in R,W, M compared to National.</p> <p>Termly data shows upward trend in combined attainment.</p>
Sustain and embed improvements in writing for disadvantaged pupils across all year groups.	<p>Disadvantaged pupils' writing attainment meets or exceeds previous year's improvement.</p> <p>Writing progress scores for disadvantaged pupils are in line with or above national disadvantaged.</p> <p>Pupil voice reflects increased confidence and engagement in writing.</p>

Improve disadvantaged pupils' attainment in Maths through targeted interventions and mastery approaches.	Disadvantaged pupils' Maths attainment improves from 56% to at least 70% by the end of the academic year. Assessment data shows improvements termly.
Maintain high attendance for all pupils, with a relentless focus on disadvantaged pupils and sense of belonging.	Attendance for disadvantaged pupils is at least 95% Any persistent absence for disadvantaged pupils reduces term on term. Pupil voice and behaviour data indicate improved engagement.
Provide holistic pastoral support and enrichment opportunities to build cultural capital and wellbeing for disadvantaged pupils.	All disadvantaged pupils can access at least one enrichment activity per term . Pupil voice reflects improved confidence and sense of belonging. Behaviour incidents and emotional regulation needs reduce over time.

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: £15,000 (attend CPD, release time for peer observation and coaching within school and wider)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching. High-quality feedback (verbal/written; actionable; improvement time built into lessons)	EEF: Teaching & Learning Toolkit – Feedback High impact for very low cost (~+6 months)..	1, 2, 3
Metacognition & self-regulation	EEF: Guidance report – Metacognition ; updated evidence reviews.	1, 2, 3

<p>Explicitly teach plan–monitor–evaluate; teacher think-aloud; self-assessment.</p>	<p>High impact (~+7–8 months); particularly strong for disadvantaged pupils.</p>	
<p>Teach writing composition strategies (model, scaffold, guided practice) Continue to <i>follow the Trust approach to writing that was adopted in 2024/2025</i></p> <p>Oral language / structured classroom talk to build vocabulary and ideas before writing</p>	<p>EEF: Improving Literacy in KS2 (rec. 4–5) & Oral language interventions (~+6 months).</p> <p>Use of SHREC (EEF) in the Early Years of education to promote Oracy and language.</p>	2
<p>KS2 Maths pedagogy (diagnostics to address misconceptions; manipulatives/representations; problem-solving strategies; worked examples with fading)</p>	<p>EEF: Improving Mathematics in KS2 & KS3 recommendations 1–5.</p>	3
<p>Reading comprehension strategies (modelling and guided practice; reciprocal reading; disciplinary literacy across subjects)</p>	<p>EEF: Improving Literacy in KS2; toolkit strand on reading strategies.</p> <p><i>Include the use of Reading Simplified by Chris Such</i></p>	1
<p>FS2 (Early Years) classroom practice</p> <p>High-quality adult–child language interactions (sustained shared thinking; rich vocabulary)</p> <p>Balanced early reading routines (story, rhyme, singing)</p>	<p>EEF: Preparing for Literacy (Early Years).</p>	1,2,5

Systematic phonics (SSP) with fidelity (whole-class delivery of Little Wandle; rapid catch-up sessions for those behind)	<i>EEF</i> : Toolkit – Phonics (~+5 months).	1, 2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,000 (staffing, resources for reading and maths manipulatives, CPD for Maths lead, release time for coaching and monitoring for the Maths and English lead)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tuition (2–5 pupils) in Reading and Maths (6–10-week cycles; entry by gap analysis; delivered by trained staff)	<i>Impact</i> : ~+4 months; cost-effective when tightly targeted. <i>EEF</i> : Toolkit – Small-group tuition .	1,2
Vocabulary “pre-teach” & guided dialogic reading for PP pupils (subject-specific words; structured talk)	<i>EEF</i> : Toolkit – Oral language interventions (~+6 months).	1,2
Rapid phonics/early reading catch-up for FS2/KS1 PP pupils (short, frequent sessions alongside SSP)	<i>EEF</i> : Toolkit – Phonics; Preparing for Literacy	1, 2
Same-day “keep-up” and pre-teaching in Maths and Writing for PP pupils (fluency + reasoning; sentence fluency)	<i>EEF</i> : Improving Mathematics in KS2 & KS3 ; KS2 Literacy (rec. 4–5).	1, 3

<p>Reading comprehension intervention (reciprocal reading groups with explicit strategy instruction)</p>	<p>EEF: Improving Literacy in KS2 Link with Reading Simplified and the Reading structure developed for Heage</p>	<p>1</p>
<p>Purchase Nessy programmes to support with reading and writing interventions</p>	<p>Nessy uses systematic synthetic phonics, which the EEF identifies as one of the most effective strategies for early reading (+5 months progress). It reinforces sound-letter correspondence and blending through interactive games, helping pupils who struggle with decoding.</p> <p>Particularly beneficial for PP+, post-LAC, and SEN pupils, addressing barriers like low literacy exposure and language gaps.</p>	<p>1,2, 3</p>
<p>Purchase Magma Maths to support digital feedback and bespoke targeted intervention.</p>	<p>Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average, mastery learning approaches are effective, leading to an additional five months' progress. EEF.</p>	<p>1, 3</p>

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

Budgeted cost: £22,000 (staffing – trained ELSA and pastoral support for children and families, CPD and supervision for ELSA and all new staff on attachment and trauma, release time for behaviour lead to monitor and support staff to ensure consistent behaviour strategies in school, release time for staff to provide workshops for parents and families)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relational/attachment-aware behaviour & belonging culture (consistent routines;</p>	<p>DfE: Behaviour in Schools (Feb 2024). Supports attendance, engagement, and access to learning; aligns with DfE guidance.</p>	<p>4, 5</p>

emotion coaching; calm classrooms)		
Parental engagement (practical home-learning strategies; tailored texts/letters; workshops; casework for attendance)	EEF: Working with Parents to Support Children's Learning. <i>Impact:</i> ~+3 months academic gain; improves attendance.	4, 5
Key adult / mentoring for PP+ and post-LAC (regular check-ins; regulation support; link to academic goals)	EEF: Toolkit – Mentoring Small average academic impact; strongest for belonging/engagement—plan for sustained support.	5
Social & Emotional Learning (SEL) (targeted group work by trained ELSA for PP+ and other vulnerable children; collaboration, self-management)	EEF: Toolkit – SEL; Primary SEL audit tool. <i>Impact:</i> ~+3 months academically; broader wellbeing benefits. 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)	5
FS2 parent partnership (shared book-reading routines; message nudges; practical tips; multiple workshop slots).	EEF: Preparing for Literacy (Rec. 5) and Parental engagement	1, 4, 5
Engage with LCH charity. Support the LCH charity so our disadvantaged children can gain access to experiences such as short breaks or have items such as coats or other items of need. The charity also supports the cost of therapeutic services for nominated children	Lifting Children's Hopes - Leicester Children's Holidays	5
Breakfast Club and or afterschool club provision/ Soft starts to	Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support	4, 5

days, provide support for punctuality and attendance	Attendance is one of the most significant non-academic barriers to success. EEF	
Curriculum-aligned enrichment/cultural capital School contribution to residential 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, 5
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	4,5
Discounts offered on residential trips/after school clubs.	The role of adolescent social inclusion in educational attainment among vulnerable youth - Renner - 2024 - Child and Adolescent Mental Health - Wiley Online Library	5
Free uniform offered to PP pupils	The role of adolescent social inclusion in educational attainment among vulnerable youth - Renner - 2024 - Child and Adolescent Mental Health - Wiley Online Library	4,5
Pastoral interventions that target positive attitudes to learning, confidence and resilience, including ELSA.	Social and emotional approaches have a positive impact on pupil learning of up to 4 months. EEF	4, 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. EEF	4,5

Total budgeted cost: £49,000

Part B: Review of the previous academic year

This details the impact that our pupil Premium activity had on pupils in the **2024 to 2025** academic year.

Intended Outcome	Impact
<p>To prioritise early reading so that a greater number of Pupil Premium children pass the phonics screening in Year 1.</p>	<p>100% of PP children passed the Year 1 Phonics check compared. The Phonics results for the entire cohort increased from</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>12 out of the 27 children have accessed ELSA sessions and ‘talk time’ with the ELSA and Pastoral TA. Evidence shows that these children are in class more and that they are able to access group work more successfully We also ensured that certain children were able to access Creative Mentoring for their low self-esteem.</p> <p>This needs to be continued in the following academic year as there are more social and emotional needs throughout school not just for those in receipt of Pupil Premium. As a school we also be tracking wellbeing and involvement with the Leuven Scale. This will be started in Autumn 2 and will be used at every assessment point. The ELSA lead along with SLT/DSL/SEND lead will ensure that the correct children are targeted.</p>
<p>To ensure our Pupil Premium pupils develop strong cultural capital and experience both an experiential curriculum and can access extra-curricular and leadership opportunities in school.</p>	<p>This academic year Heage have introduced increased leadership opportunities for children within school. We have Eco-Crew, Sports Leaders, School Parliament, School Council, House and Vice Captains.</p> <p>14 out of the 27 children hold roles within school.</p> <p>We are looking to increase this next academic year by giving more opportunities and target specific children who didn’t volunteer for the roles available. As these roles are new children will be more willing to apply for the roles.</p> <p>Sporting opportunities have increased it the academic year 24-25 from 0 competitions in 23-24 to 3 competitions every half term. 22/27 children took part in these competitions including those with SEND needs as specific festivals.</p> <p>10 out of 27 children took part in Drama workshops</p> <p>School funded Bursary places for PP children in Rock Steady. 8 PP children attend Rock Steady weekly and have performed in concerts to parents and the school.</p>

To improve language and oracy of Pupil Premium children enabling progress and attainment in all subject areas.

FS2

2023/2024

Speaking: 85% - all (100% of PP achieved – 3 ch)

Listening: 81% - all (100% of PP achieved – 3 ch)

2024/2025

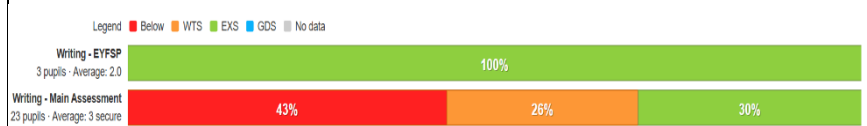
Speaking: 87% - all (50% of PP achieved – 2 ch)

Listening: 83% - all (50% of PP achieved – 2 ch)

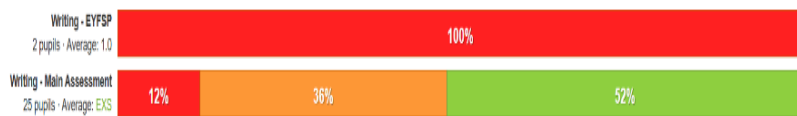
There has been a marginal increase in attainment of GLD for speaking and listening however not significant enough to have made the intended outcome within the academic year. Strategies have been reviewed along with the FS2 environment. SHREC (EEF) and teaching and learning is a focus on the 25/26 School Development plan along with reading as a whole school to improve language. *It is worth noting that in FS2 24/25 there were 2 children and one child has significant SEND needs.*

Impact on Writing

23/24



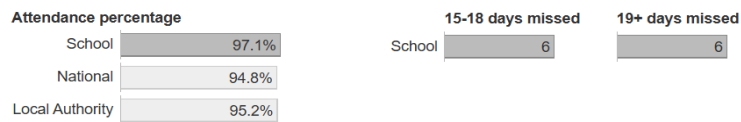
24/25



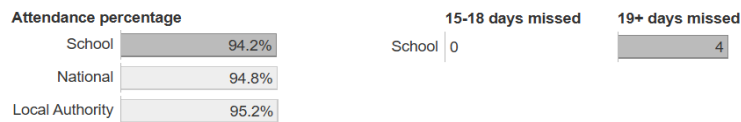
Writing was on the school development plan last year and will take time to embed before we see significant improvement in results. In year data suggests that there is a significant improvement in those reaching expected standard. However, this remains on the PP strategy for 25/26, and improvements are continuing within school with a focus on our disadvantaged children.

To ensure our pupil Premium children attend school regularly to maximise learning opportunities.

Summary of 159 Pupils ((from 2024-2025) who aren't disadvantaged)

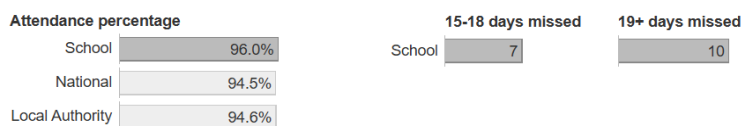


Summary of 25 Pupils ((from 2024-2025) who are disadvantaged)

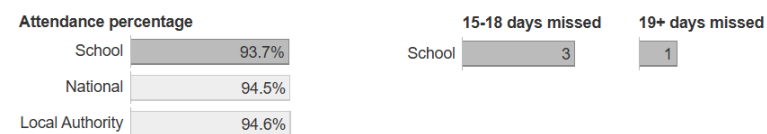


In 24/25 the attendance or disadvantage was higher than in 23/24. Our disadvantage attendance was broadly in line with National however it remains a challenge and focus for 25/26.

Summary of 151 Pupils ((from 2023-2024) who aren't disadvantaged)



Summary of 26 Pupils ((from 2023-2024) who are disadvantaged)



The teaching and learning of writing follow a progressive sequence that ensures that writing attainment is increased from 2024 data.

Writing	% of pupils achieving the expected standard	-	69%	-	71%	50%	72%	29	79%	72%
Writing	% of pupils working at greater depth	-	13%	-	13%	5%	13%	29	10%	13%

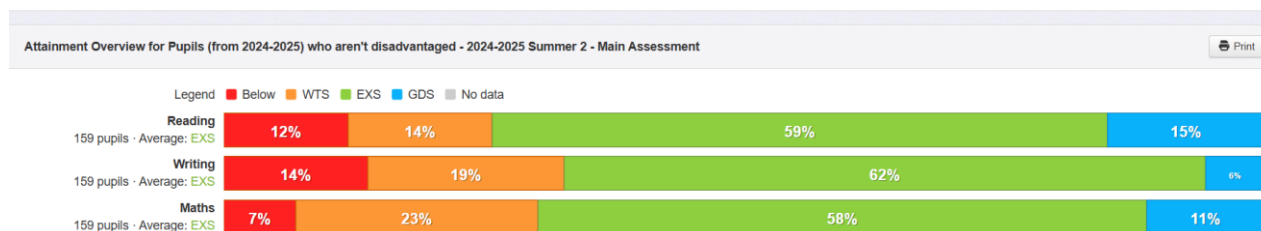
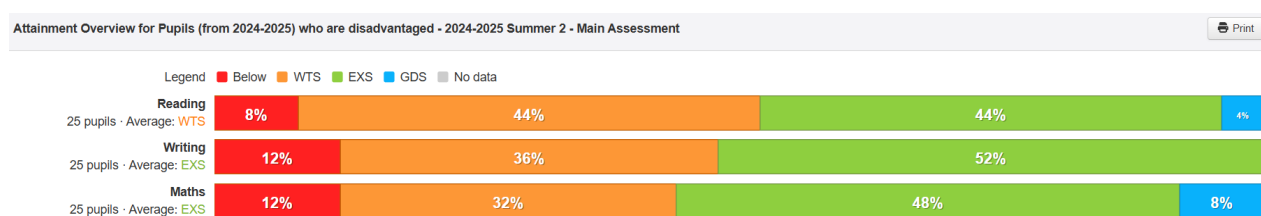
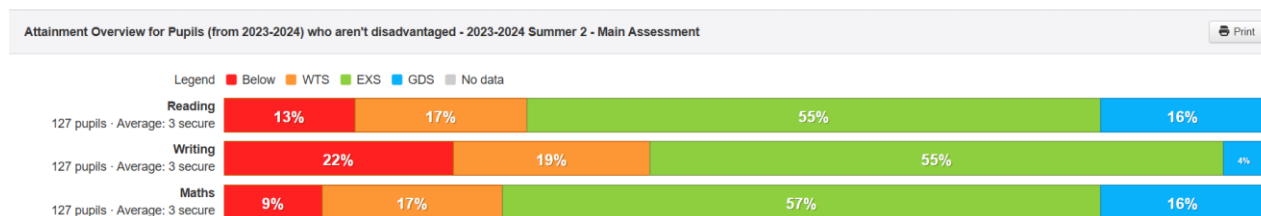
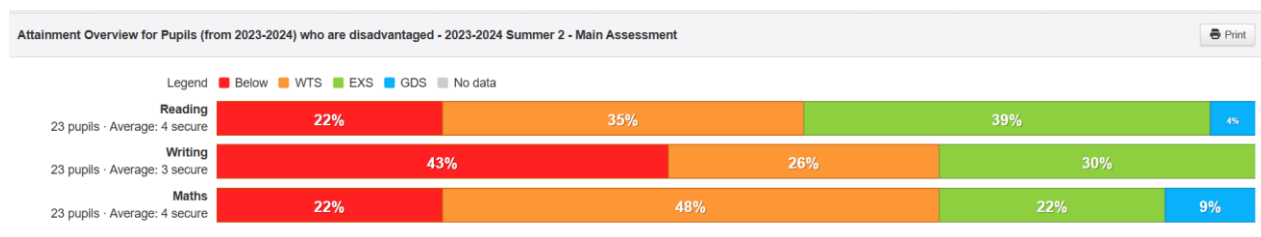
Statutory data for end of Key Stage shows a significant improvement in writing. Expected standard has increased from 50% to 79% (above National) and Greater Depth from 5% to 10% which was broadly in line with National. Within this our PP children achieved:

Your Disadvantaged cohort's **Writing Expected Standard** has **increased by 35.7%** from 14.3% in 2023/24, to 50.0% in 2024/25.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 23.0%** from -67.4% in 2023/24, to -44.4% in 2024/25.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **increased by 25.0%** from 0.0% in 2023/24, to 25.0% in 2024/25.

Outcomes for Disadvantaged Pupils



Outcomes for disadvantaged pupils in 24/25 shows a significant improvement in all areas since 23/24.

- Reading outcomes of expected standard have increased by 7% - GDS has remained the same.
- Writing outcomes have increased by 22% since 23/24 although this indicates we have shown increased impact with the teaching and learning of writing – we will be focusing on the GDS now we have a writing framework in place that is showing impact.
- Maths outcomes have also increased since 23/24 by 55%.

Whilst there still remains a gap between the disadvantaged and non-disadvantaged outcomes the gaps are closing from 23/24.

Reading gap was 28% in 23/24 and is now 30% which is broadly in line with the gap from the previous academic year. The writing outcome gap has decreased from 29% in 23/24 to 16% in 24/25 this is a significant gap reduction. In Maths we have also seen the gap closing from 42% to 13% this again is a significant gap reduction. This indicates as

highlighted in the 25/26 school development plan that reading throughout school needs to have the same impact that writing has had on our children.

We have an increased number of disadvantaged children who also fall into the SEND group and therefore we are working on SEND needs also to also narrow the attainment gap. We have had 3 children join midway through the academic year in 23/24 who have been identified as PP, this has led the Pupil Premium strategy having limited impact on those individuals in that academic year.

Attendance of PP children is highlighted above in the impact review.

Of the 25 PP children on roll in 24/25:

- 4 children were Post LAC (2 joined our school in midway in FS2 and Y4 – these children were LAC until the end of the academic year where they received SGO orders)
- 14 children accessed ELSA/Nurture or behaviour support in school
- 100% of children attended school trips
- 98% of children accessed residential trips including camping at school
- 70% of families took up the offer of school uniform
- 65% attended at least one afterschool session/sporting competition
- 30% of the families are supported with the Breakfast and After school Club (The Base) provision
- 100% of the children achieved their 25m swimming target

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
Changing Lives	Compass
Creative Mentoring	Catharsis
Rock Steady	Rock Steady