

# Pupil premium strategy statement 2024-2025

## Heene CE Primary School Pupil Premium Grant: How we plan to spend the grant September 2024 – August 2025

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	Heene CE Primary
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs Laura Turner Head of school
Pupil premium lead	Miss Jade Clifford
Governor / Trustee lead	Jenny Barnard Langston

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,883
<b>Total budget for this academic year</b>	<b>£128,883</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point need is identified.

### Challenges

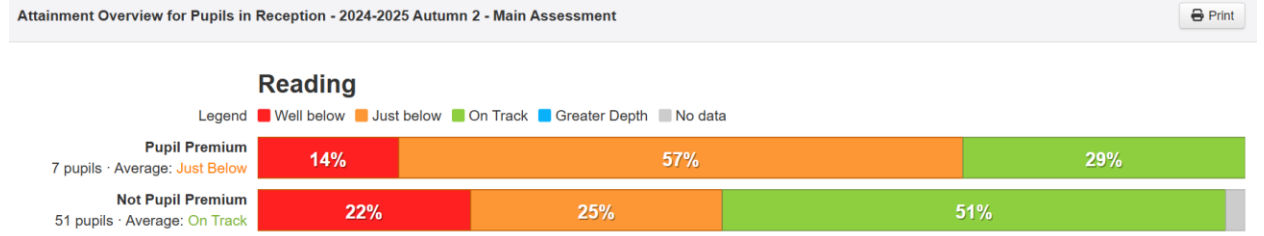
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Reading - phonics. Reading interventions for lowest 20% (PP)	<b>Phonics and Early Reading</b>  As part of our whole school reading strategy, we are passionate about reducing the gap between non-disadvantaged and disadvantaged in phonics at the end of Y1 and 2. Assessment data and observation shows that disadvantaged and vulnerable children fall below other children in the Year 1 and Year 2 phonics screening- last academic year the gap was 12% at the end of year 1. This has a negative impact on their reading.

We use Read Write Inc as our phonics approach ensuring QFT of reading and explicit teaching of reading is prioritised by SLT and staff each day.

At the end of Reception in 2024, there was just a 3% gap between disadvantaged and ‘all’ children in the ELG Word Reading.

Data captured in December 2024 showed there was a 22% gap. Closing this gap throughout the children’s time at school is a key priority.



2 Attendance

**Attendance**

Attendance rates for disadvantaged pupils (91.0%) were below those of all pupils last academic year (93.5%). We have an allocated SLT who thoroughly oversees attendance.

Through monitoring and considering each child we can see that there is a need for support for our families and pupils beyond the classroom. Parents report being unsure how to access wider support . This can result in low attendance and parents feeling unsupported with maters arising at home. Our aim is to ensure we build relationships with our families quickly identifying barriers to attendance and identifying and applying solutions to these. By working collaboratively with families and seeking support from external agencies and the wider trust we continuously strive to close the gap in attendance for disadvantaged pupils. Reducing persistent absence for disadvantaged pupils looking at personalised planning for each pupil is a priority for our SLT and teaching staff.

3 Attainment in maths

**Maths**

Internal and statutory assessments indicate a significant gap in the attainment of disadvantaged pupils and their non-disadvantaged peers in maths in EYFS and KS2. Significant gaps in conceptual understanding exist for some disadvantaged pupils.

Year Group	Gap (as at December 2024)	Gap (end of year)
R	19%	+3%
1	17%	5%
2	+5%	+1% (2 new pupils)
3	+19% (all 52%, PP 71%)	+7% (all 76%, PP 83%)
4	+7%	+17%
5	14%	16%
6	27%	30%
Year 6 (2023-24)	5%	

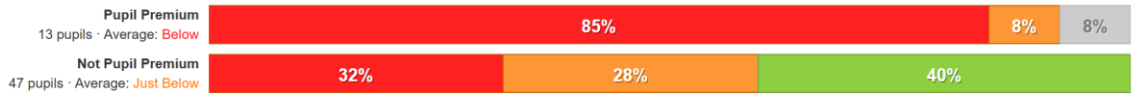
4 Attainment in writing

**KS2 Writing**

Assessment data for writing for our Year 6 pupils highlights the need for a catch-up intervention for targeted pupils. This will be focus on writing and is characterised by a 1:1 pupil conferencing model to aid cohesion and teach specific transcription skills. Currently (December 2024) the gap in attainment between PP children and their peers for writing in Year 6 is 32%.

### Writing

Legend Well below Just below On Track Greater Depth No data



Year Group	Gap (as at December 2024)	Gap (end of year)
R	7%	+12%
1	18%	10%
2	10%	11% (new child)
3	3%	+2%
4	Inline	7%
5	12%	1%
6	20%	50%
Year 6 (2023-24)	5%	

5- Self regulation

#### Emotional Regulation and literacy

Evaluation of SEMH and PSED vulnerability and well-being has identified an increasing proportion of disadvantaged pupils who face difficulty in these areas. This is especially evident with some children across Y1 & Y3 in particular who can display less focus, a difficulty in self-regulating, emotional vulnerabilities and weaker relationships with peers. These children require additional support to improve their readiness to learn and contribute effectively.

6. Metacognition and Behaviour for Learning

#### Metacognition & Behaviour for Learning

We continue to develop our formative assessment practice to support children to take pride in – and ownership of – their learning.

Routines, relationships and systems are key to developing a whole school ethos to positive behaviour and a sense of belonging for disadvantaged pupils.

- Securing classrooms rules, routines and expectations
- Consistency of language
- Consistency of expectations in and around the school sites
- Clarity of rewards and consequences
- Renewed staff training on audited and improved school behaviour policy
- Staff training on self regulation strategies

Ensuring consistency in routines and classroom management across the school is a key priority to deliver effective teaching and learning.

7. Enrichment opportunities

#### Enrichment

From evidence gathered and discussions with pupils and families, financial constraints for many families mean that pupils do not have the opportunity to engage in enrichment opportunities, this particularly affects the disadvantaged pupils.

<p>8. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p><b>Oracy</b></p> <p>Spoken language skills are one of the strongest predictors of a child’s future life chances. Research has shown that the gap in language development and communication skills between disadvantaged and non-disadvantaged children only widen as children progress through school. Due to the pandemic, children have not been exposed to as many first-hand experiences as usual at starting school age. To develop their thinking, vocabulary and language skills, children need someone to talk to and something to talk about. Without these firsthand experiences they are lacking in the vocabulary and communication skills that would surround these experiences.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident in Year 2 upwards and in general, this is more prevalent among our disadvantaged pupils than their peers. Our speech and language assessments and observations, show that there continues to be a high number of children with severe or moderate understanding of language or with speech delays within EYFS and KS1.</p>
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## 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><b>Phonics and Early Reading</b></p> <p>Reading/phonics attainment is at least in line with National expectations for PPG pupils</p> <p>Consolidate Pupil Premium profiles in order that teachers have expert knowledge of disadvantaged pupils in their class and are supported, where necessary, to address gaps in their knowledge in reading.</p>	<p>The % of all children in Year 1 and Year 2 reaching the expected standard of the phonics screening check will be above that of national results.</p> <ul style="list-style-type: none"> <li>· The % of Year 1 and Year 2 pupil premium children reaching the expected standard in the phonics screening check is in line with that of non-pupil premium children (with the exception of some pupils with a specific SEN in this area).</li> <li>· Children have good decoding skills and are able to blend and segment with confidence. This increases their enjoyment of reading for pleasure.</li> <li>· An increased number of children read regularly at home.</li> </ul>
<p><b>Attendance</b></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The attendance of children eligible for pupil premium will be in line with that of non-pupil premium children (target 96%).</p> <ul style="list-style-type: none"> <li>· Number of persistent absenteeism reduces.</li> <li>· Reduction in lateness of pupil premium children.</li> </ul>

<p><b>Attainment in Maths</b></p> <p>To close the gap in the attainment in maths for disadvantaged pupils in KS2.</p> <p>Maths curriculum is well-designed and lesson sequencing enables pupils to acquire and use subject-specific knowledge that builds and deepens over time so that their learning becomes embedded and understood.</p> <p>Consolidate Pupil Premium profiles in order that teachers have expert knowledge of disadvantaged pupils in their class and are supported, where necessary, to address gaps in their knowledge in maths.</p>	<p>Formative assessment and teacher assessment 3 times a year indicates that maths attainment has improved.</p> <p>The gap between attainment of disadvantaged and non-disadvantaged has narrowed..</p> <p>Whole school increased awareness and understanding of end of KS1 and KS2 outcomes and maths framework to support and inform adaptive and aspirational planning.</p> <p>Teachers feel more confident to assess Mathematical conceptual understanding at all stages of development.</p> <p>Teachers speak with more confidence and in detail about the strengths and areas for development in mathematical understanding.</p> <p>Teachers know and can implement approaches to best achieve pupil progress in Maths. They adapt planning and resources based on individual pupils needs.</p> <p>Year groups to use their pedagogical knowledge alongside their understanding of the year group expectations to plan 'active learning'</p> <p>Class teachers work with SLT and SENCO to adapt planning for disadvantaged children and lowest 20%</p> <p>Ongoing CPD in pedagogy and current research</p>
<p><b>Attainment in KS2 Writing</b></p> <p>More disadvantaged pupils to achieve the expected standard in Writing at the end of KS2 – gap closing.</p> <p>Disadvantaged pupils continue to make good progress and attain well in their writing across EYFS and KS1.</p> <p>English curriculum is well-designed and lesson sequencing enables pupils to acquire and use subject-specific knowledge that builds and deepens over time so that their learning becomes embedded and understood.</p>	<p>In Year 6, assessments, observations and data tracking show accelerated writing attainment among disadvantaged pupils. Across the school, formative assessment and teacher assessment 3 times a year indicate that disadvantaged pupils are making good or accelerated progress.</p> <p>The gap between attainment of disadvantaged and non-disadvantaged has narrowed in KS2.</p> <p>Whole school increased awareness and understanding of end of KS1 and KS2 outcomes and writing framework to support and inform adaptive and aspirational planning.</p> <p>Teachers feel more confident to assess writing at all stages of development</p> <p>Teachers speak with more confidence and in detail about the strengths and areas for development in writing.</p>

<p>Provide 1:1 tutoring and coaching to pupils in class or as intervention to improve outcomes for pupils.</p>	<p>Teachers know and can implement approaches to best achieve writing progress. They adapt planning and resources based on individual pupils needs.</p> <p>Year groups to use their pedagogical knowledge alongside their understanding of the year group expectations to plan 'active learning'</p> <p>Where needed, class teachers work with SLT and SENCO to adapt planning for disadvantaged children and lowest 20%</p> <p>Ongoing CPD in pedagogy and current research</p>
<p><b>Emotional Regulation and Literacy</b></p> <p>Support staff are well deployed and adequately skilled to model and support regulation strategies.</p> <p>All staff to begin delivery of My Happy Mind to increase understanding of emotional regulation and literacy.</p>	<p>Identified pupils receive high quality pastoral support that enables them to access high quality teaching and learning through developing good behaviour, self-regulation and positive attitudes to learning.</p> <p>Improved well-being and readiness to learn is evident for identified children through</p> <ul style="list-style-type: none"> <li>• Improved attainment</li> <li>• Reduction in frequency of poor behaviour/ lack of regulation</li> <li>• An increase in participation in enrichment activities for targeted pupils.</li> </ul>
<p><b>Enrichment</b></p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Finance is not a barrier for pupils to engage all enrichment activities the school has on offer.</p> <p>70%+ attend after school enrichment activities.</p> <p>Sustained high levels of wellbeing demonstrated through qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>Physical activities evident in daily planning, routines and learning walks and is impacting positively on learning behaviours.</p>
<p><b>Oracy</b></p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Staff know how to support all children to develop oracy skills including, language, vocabulary and communication skills.</p>	<ul style="list-style-type: none"> <li>· Pupils with speech and language needs are identified quickly through initial screenings at the start of EYFS as well as class based observations.</li> <li>· Language Enrichment groups are put in place to support and activities included in daily class based routines.</li> <li>· Class teachers embed activities to support language development into quality first teaching with emphasis on rich vocabulary development.</li> <li>· Mid-year assessments monitor progress and attainment.</li> <li>· Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>· Attainment in oral language skills is closer to that of non-pupil premium children by end of year (with the exception of some pupils with SEN).</li> <li>· Children use a wider range of vocabulary when speaking and in their written work.</li> </ul>
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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: £25,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a TA to provide targeted small interventions- language intervention in EYFS  £13182	<p>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: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</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 and writing skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	8
<b>Phonics/reading</b>  Books and resources purchased to ensure robust stock for all pupils at school and home.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1

<p>Reading and phonics lead teacher auditing books regularly.</p> <p>Further fully-decodable books matched to the RWI required to support and engage pupils in KS2</p> <p>£302</p>	<p>Engaging parents with their children’s learning, in this case through reading, is proven to benefit pupil learning. (See EEF – Parental Engagement.)</p>	
<p>Training for all new teachers and TAs across the school in RWI. Additional training and on-going support for EYFS and KS1 teams to ensure phonics skills are strong and that the scheme can be successfully delivered.</p> <p>Monitoring by Phonics Lead and additional support provided.</p> <p>Training for phonics tutors to ensure that high quality intervention support can be provided for identified children.</p> <p>Training for teachers in ensuring that phonics knowledge is deepened through a new approach to the teaching of spelling from Year 3 onwards which focuses on phonetical knowledge and application.</p> <p>£10769</p>	<p>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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1</p>
<p>To ensure maths mastery is embedded in line with DFE and Maths Hub guidance through providing CPD (including Teaching for Mastery training and internal coaching).</p> <p>CPD, resources, time</p> <p>£1391</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  EEF Toolkit- Mastery learning (+5)  EEF report- Using Digital technology to support learning</p>	<p>3</p>

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

Budgeted cost: £49,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 or small group tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>£7276 (maths) £7276 (Writing)</p>	<p>We recognise that Quality First Teaching is the most effective provision for supporting children who have barriers to learning. However, some children require additional intervention to ensure they make at least good progress or have support in addressing gaps in knowledge. Many of the interventions implemented are personalised or research based to have the best possible impact on attainment and pupil progress.</p> <p>Working in small groups is effective due to greater feedback from the teacher and more sustained engagement in smaller groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>In previous years, teachers have found this time very useful as they offer time for children to reflect on their learning and develop skills in areas where they need support.</p>	1, 4, 6
<p>Use Teaching Assistant Hours to deliver small group and targeted 1:1 support in writing and maths in years 2-5.</p> <p>HLTA x1 day £7276 TA- £23998</p>	<p>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 and small groups.</p> <p>EEF Toolkit- Oral Language interventions (+6) EEF Toolkit- Teaching Assistant interventions (+4) EEF Toolkit- Small group tuition (+4)</p>	3, 4
<p>Mastering Number Fluency Focus</p> <p>£3638</p>	<p>Daily programme promoted by the 'Maths Hub' and delivered in all year groups 4 x a week in addition to lessons, based on verbal fluency.</p>	3

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

Budgeted cost: £60486

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for disadvantaged families with poor attendance: adult dedicated to community and family key worker 2.0 days per week</p> <p>£15362</p>	<p>Some of our families are struggling with accessing support outside of school e.g. support with parenting, pupil's behaviour at home which has a knock-on affect to attainment in the classroom and attendance.</p> <p>Good attendance is a key factor in ensuring that children make progress and achieve their potential. A small number of families at the school struggle to maintain good levels of attendance and punctuality. Occasionally the school will support these families (long term or short term) and offer a funded place at breakfast club. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2, 6</p> <p>8686</p>
<p>Develop and enhance SEMH provisions and interventions including nurture provision.</p> <p>£5700 (lunchtimes) £5700 (lunchtimes) £23998 (TA)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF Toolkit- Behaviour interventions (+4) EEF Toolkit- Mentoring (+2) EEF Toolkit-Social and Emotional learning (+4) EEF Toolkit- Arts Participation (+3) EEF – Children's University project evaluation (+2)</p>	<p>2, 5, 6</p>
<p>Enrichment opportunities</p> <p>Wild Beach- £7276 Dance House- £250 Trips £1100 Residential £1100</p>	<p>Children need to feel included and have a sense of belonging to their school community. It is important that all children have equal access to enrichment opportunities regardless of economic background. Our children benefit from activities that enhance the curriculum and bring learning alive. Educational visits provide practical memories and experiences which are easier to recall and therefore support the children's long-term learning.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): and Collaborative learning approaches. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. Enrichment activities provide extra opportunities for these skills to be developed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	<p>5, 2, 6, 7</p>

Total budgeted cost: £135,589

# 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 2023 to 2024 academic year.

