Pupil premium strategy statement – Heathlands

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	166
Proportion (%) of pupil premium eligible pupils	22.3%
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)**	2024-2025, 2025-2026, 2026-2027
Date this statement was published	September 2024 (Last Reviewed September 2026)
Date on which it will be reviewed	September 2027
Statement authorised by	Shaun Walker, Executive Head Teacher
Pupil premium lead	Sally Morgan, Head of School
Governor / Trustee lead	Andrea Donaldson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,350
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£57,350

Part A: Pupil premium strategy plan

Statement of intent

The aim of this school is that all pupils, irrespective of their background, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve that aim.

Our school sits in an area of higher than average deprivation. Following conversion to an academy in 2023, the school undertook a full review of the support provided for disadvantaged pupils in all phases of school and all levels of leadership in order to create the concrete understanding we now have of the challenges faced by our disadvantaged pupils and how the pupil premium can be used to meet these challenges. In September 2024, this 3 year plan was first published.

Our three year strategy plan is split into two parts: a full overhaul of education provided for disadvantaged pupils from the point they enter our school to the point they leave; and a targeted support approach for disadvantaged pupils currently in school who haven't received that educational grounding.

To this end, in KS2 our focus has been on raising attendance and behaviour expectations and support for disadvantaged pupils. With the fundamentals of this in place, we first of all focused on the development of our Maths curriculum, whilst targeted support was used to support KS2 disadvantaged pupils in English and prepare them for secondary education. Focus in 2025-2026 turned to the development of our Reading and Writing curriculums, ensuring that high quality teaching for disadvantaged pupils means they are keeping up and not catching up. In 2026-2027, our focus remains on raising attainment for disadvantaged pupils.

In EYFS and KS1 since 2023, our focus has centred on ensuring excellent early years foundations are in place and pupils are getting the right support as soon as they start our school. This has included an integral focus on communication and language, early reading and early maths curriculums and making sure we are giving our disadvantaged pupils the right platform as their educational journey moves to KS2.

Throughout the last two years, and central to all aspects of our Pupil Premium Strategy, has been our resolute focus on establishing high quality teaching, and particularly for our most vulnerable pupils. We wholeheartedly believe and know that consistent, high quality teaching and learning based in the classroom and delivered by a skilled practitioner makes the biggest difference to the achievement of our disadvantaged pupils.

Now it is in place, our whole school Pupil Premium Strategy can be summarised as:

- Acting Early – Providing early speech and language support; developing early reading and maths skills; and engaging parents.
- High Expectations – High Quality Teaching; Challenge in learning; high expectations of behaviour and conduct.
- Keeping Up – Tracking pupils; Diagnostic assessment to identify needs quickly; intervening quickly with targeted academic or pastoral support where needed.

Challenges

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

Challenge number	Detail of challenge
1	**Mixed Age Classes** – Due to variances of pupil numbers in the school and a PAN of 25, normal pupil funding supports only mixed age classes across the school. Teaching mixed age classes is not supportive of high quality focused teaching in our school or the personalised learning that our disadvantaged pupils need in order to progress at a more rapid rate.
2	**Speech and Language Needs** – Our assessments and observations show that disadvantaged pupils often start our school with speech and language development (including vocabulary development) that is significantly lower than the national average. This in turn hinders their literacy development and can ultimately lead to poor behaviour further on their educational journey.
3	**Developing Early Reading skills** – Our assessments and observations show that reading development of disadvantaged pupils is often behind that of their peers. This gap starts with early reading in the Foundation Stage and the development of phonic knowledge and the gap widens as our children grow older because they do not develop fluent reading techniques and/or efficient comprehension skills.
4	**Low levels of self-esteem and resilience** – Our previous work with disadvantaged pupils in the school shows us that many develop low levels of self esteem and resilience to set backs and this can result in poor behaviour. Often this is linked to slow development of literacy skills early on.
5	**High rates of absence and persistent absence / Lack of family engagement with schooling** – Rates of absence and persistent absence are generally high for our Disadvantaged Pupils without the support that we put in place. We often find that families of pupils in the disadvantaged subgroup can be difficult to engage with education and school in general, particularly as children grow older.
6	**Disruptive home lives** – A significantly higher proportion of our safeguarding and child protection concerns derive from the disadvantaged subgroup as opposed to the non-disadvantaged. We know that these home issues can have a significant impact on education without support.
7	**Overlap of SEN needs** – Often the needs (academic or behavioural, emotional and social needs) of a child can from the disadvantaged subgroup can be confused with Special Educational Needs. This often requires careful support and close work with parents and agencies in order to ensure a child's needs are identified and met correctly.
8	**Disruptive Behaviour** – Due to many of the above factors, rates of general disruptive behaviour in school are higher amongst the disadvantaged subgroup.
9	**Low KS2 Disadvantaged Pupil Attainment** – The attainment of disadvantaged pupils in Reading, Writing and Maths throughout Key Stage 2 is low and there is a significant attainment gap in some cohorts and subjects between disadvantaged and non-disadvantaged pupils. This is due to a legacy of under achievement and these pupils need significant support to 'catch up'.

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
To ensure ongoing, consistent high quality teaching and learning as the most effective method for supporting disadvantaged pupils	Quality Assurance activities indicate sustained high quality teaching across the school for disadvantaged pupils
To ensure early identification and support for communication and language at the earliest possible stage.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure the effective development of early reading skills for disadvantaged pupils	Proportions of disadvantaged pupils passing the phonics check in Y1 and recheck in Year 2 are broadly in line with and/or above disadvantaged pupils nationally and the gap to national non disadvantaged pupils is narrow.
To provide effective social, emotional and behavioural support to disadvantaged pupils and families	Sustained high levels of wellbeing amongst disadvantaged students demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • analysis of behaviour incidents • participation in enrichment activities
To increase disadvantaged pupil attendance	To reduce the gap between disadvantaged and non-disadvantaged pupil absence and persistent absence, whilst maintaining rates of absence in line with and/or above national standards across 2024-2027.
To improve attainment of disadvantaged pupils across KS2 in Maths and English	Attainment of disadvantaged pupils in KS2 in R, W and M has increased to at least in line with national disadvantaged pupils and the gap to national non disadvantaged pupils is narrowing.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards additional class teacher to reduce class sizes across Years 1-6 and enable single age classes	An additional teacher in school enables us to teach in single age classes and reduce class sizes. This enables an increase in personalised high quality interactions with pupils as well as minimising disruption. This has a profound impact on the delivery of the curriculum (eg. more focused planning because of a reduced range of learning needs). High Quality Teaching / EEF – Class sizes	1
Ensuring Quality Early Years Foundations	Pupil premium is being used to support the development of our Early Years provision, targeting disadvantaged pupils with quality communication and language support on entering our Foundation stage. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language Pupil premium is being used to allow our F2 teacher to access the Excellence in Reception Teaching programme https://assets.publishing.service.gov.uk/media/6a2fc392c39255c595b50841/Excellence_in_Reception_Teaching_Content_Framework.pdf	2,3
Maths Hub	Pupil Premium is used to fund a proportion of funding needed to continue our work alongside the Maths Hub, embedding of mastery approach to the Maths curriculum. https://www.ncetm.org.uk/features/how-mastering-number-supports-eal-and-disadvantaged-pupils/ https://www.ncetm.org.uk/teaching-for-mastery/mastery-impact/	9
Establishing an Oracy Framework and development time for Oracy Leads	Pupil Premium is used to fund release time for Oracy Leads	2
Professional development to support the implementation of the Writing Framework	DfE Writing Framework published in June 2025 https://www.gov.uk/government/publications/the-writing-framework	9

Professional development time and coaching, focused on developing teaching to support Disadvantaged Pupils	All teachers to access regular CPD session and receive coaching on developing quality of their teaching to support disadvantaged pupils. EEF Research on impact of effective professional development - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 9
Professional development and provision of external expertise to support teachers new to KS1 with the phonics curriculum approach.	Funding for CPD time including coaching and observations of good practise. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy Provision	Good speech and language assessment and intervention enables pupils to go on to develop good literacy skills. Early Language Development Evidence Review	2, 3, 4
Additional one to one or group booster sessions in KS2	X3/4 weekly 15 minute booster sessions focused at disadvantaged pupil attainment in years 3-6. The focus of these is decided via diagnostic assessment. One to One Tuition / Small Group Tuition /	9
Additional phonics support in KS1.	Twice per week sessions to oversee disadvantaged pupil phonics support in KS1 and provide additional teacher led booster sessions. One to One Tuition / Small Group Tuition / Phonics	3
Targeted 1-1 Support for KS2 Reading and Writing (SEND / Disadvantaged)	Targeted 1-1 support for reading and writing with KS2 disadvantaged pupils One to One Tuition / Small Group Tuition /	4, 7, 9

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health and Wellbeing Programme (Primary Wellbeing)	Weekly targeted wellbeing sessions on structured wellbeing programme. https://primarywellbeing.uk/ https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development	4, 5, 8
Attendance Tracking and Intervention	Time for dedicated persons to focus on tracking of attendance of disadvantaged pupils, providing support to families as needed in order to raise attendance. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £60,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achievement Data – July 2026

EYFS

- 1 of 3 disadvantaged pupils achieved a Good Level of Development at the end of the Foundation Stage.

Phonics

- Only 1 of 3 disadvantaged pupils passed the Year 1 Phonics Check. 2 of these disadvantaged pupils also have significant SEND needs
- The overall number of disadvantaged pupils passing the phonics check by end of year 2 is in line with the national average for disadvantaged pupils at 80% (4/5 pupils)

KS2

- At 40%, the proportion of disadvantaged pupils achieving the national average in Reading, Writing and Maths combined at the end of KS2, was below the national average for disadvantaged pupils in 2026.
- In 2026, the attainment of disadvantaged pupils in the individual subjects of Reading, Writing and Maths, was in line with national disadvantaged pupils.

Other Year Groups

- In Y3, attainment of disadvantaged pupils is low, particularly in Reading and Writing.
- In Y4, attainment of disadvantaged pupil is low, particularly in Reading and Writing and the gap between disadvantaged and non-disadvantaged pupils is wider than the national gap.
- In Y5, attainment of disadvantaged pupil is low in Reading and Writing and the gap between disadvantaged and non-disadvantaged pupils is wider than the national gap.

Attendance Data

- Attendance for disadvantaged pupils has improved over the last three years and has risen above national averages.
- In 2025-2026, disadvantaged pupils' attendance was 92.6%, which was above national figures.

Behaviour

- There has been no change in the number of recorded behaviour incidents perpetrated by disadvantaged pupils.
- There was one suspension of a disadvantaged pupils during the 2025-2026 year.

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
None	

Further information (optional)

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

- Providing additional time for teaching staff to develop their pedagogy using research based evidence. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.