

# 5Pupil premium strategy statement – Heathfield 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	471
Proportion (%) of pupil premium eligible pupils	56% 265 pupils
Academic year/years that our current pupil premium strategy plan covers	2024/25 to the end of 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Yasmeen Malik
Pupil premium lead	Vivienne Smith
Governor / Trustee lead	Cllr Waseem Zaffar

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£360,368.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	<b>£360,368.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The pupil premium provides funding to enhance educational outcomes for disadvantaged students in schools in England. Research indicates that disadvantaged children often encounter additional obstacles in achieving their potential at school and frequently do not perform as well as their peers. It is crucial to adopt a comprehensive school approach and demonstrate a commitment to implementing this pupil premium strategy.

Our intention is for all students, regardless of their socioeconomic background or the challenges they face, to continue to make significant progress and achieve high academic performance across all subjects, promoting equal opportunities in life. Our pupil premium strategy focuses on assisting disadvantaged students in reaching this objective, including progress for those who are already high achievers. We have high aspirations for all our students, particularly those facing the most challenges, and we want them to have confidence in themselves and their abilities. We expect our staff to have the highest expectations for these students.

Our objective is for our students to thrive, discover and cultivate their talents, and achieve their full academic potential, regardless of their initial starting points. 21% (56/265) of our disadvantaged students have special educational needs or disabilities (SEND). 49% (56/115) of our SEND students are disadvantaged. Through this strategy, our aim is to be responsive to common challenges and individual needs, based on thorough diagnostic assessment.

The common challenges faced by our disadvantaged students are outlined below, with direct connections made to how our approaches will address these challenges and overcome barriers. The activities selected for implementation within our strategy have been determined through consultation of the EEF's intervention guide, considering impact versus cost, as well as the specific context of our school. Following the EEF's guidance, we have adopted a tiered approach that prioritises high-quality teaching, targeted academic support, and wider strategies to address external barriers. Information about the tiered approach can be accessed [here](#). This structured approach allows us to concentrate resources on three key areas: ensuring all students receive excellent instruction, providing additional support to those in need, and addressing broader issues such as attendance, social and emotional learning, and family engagement. By aligning our strategies with the EEF's evidence-based recommendations, we maximise the effectiveness of our Pupil Premium funding and aim to create meaningful, sustained improvements in student outcomes. The EEF guidance can be found here: [here](#).

As a result, the chosen activities focus on providing high-quality first teaching in the areas where disadvantaged students require the most support. Extensive research demonstrates that high-quality teaching has the greatest impact on closing the attainment gap for disadvantaged students. By concentrating on this area, not only will the

progress and attainment of disadvantaged students improve, but non-disadvantaged students will also benefit.

Our strategy is also an essential component of broader school plans for educational recovery, particularly through targeted support via an in-school intervention programme for students whose education has been most adversely affected. Thoughtfully planned pastoral provision plays a significant role in ensuring all students are physically and mentally prepared for learning and that any additional barriers are minimised and addressed. To ensure the effectiveness of the chosen approaches, we will:

- Implement a comprehensive school approach in which all staff are accountable for the outcomes of disadvantaged students and have high expectations for what they can accomplish.
- Ensure that high-ability disadvantaged students are challenged in the work they are assigned.
- Intervene early when needs are identified.
- Conduct thorough student progress meetings to analyse assessment data, including student groups, such as disadvantaged students

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments indicate that many of our pupils who join our school enter well below age related expectations, particularly in reading, writing and spoken English. There is limited home engagement with early reading and phonics practice. Limited access to reading resources at home for most pupils.
2	Observations and discussions with pupils indicate that there is a lack of both educational and expected early life experiences which affects the knowledge and cultural capital of disadvantaged pupils.
3	Our assessments and observations indicate that, pupils, particularly disadvantaged pupils, are demonstrating reduced levels of the behaviours and skills necessary for effective learning. This includes key areas such as self-regulation, resilience, stamina, social interaction, and emotional awareness. Demand for mentoring is high.
4	Safeguarding concerns, family support, early help assessments and CASS referrals are regularly being completed. Pupils, particularly disadvantaged pupils, experience greater barriers to learning as a result.

	Demand for mentoring and early help through pastoral support is high.
5	50+% of our teachers are early career teachers or just outside that period.
6	Attendance remains below national. We continue to see increased levels of absence due to illness, unauthorised absence, and term time absence due to travel overseas to visit families. This has impacted negatively on pupils' access to learning, particularly disadvantaged pupils.

## 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
Increased progress in reading for disadvantaged pupils so that we continue to improve outcomes against ARE in all year groups.	<p>Achieve national average progress scores in KS2 reading.</p> <p>Maintain % of pupils achieving EXS and GD at the end of KS2</p> <p>Increase % of disadvantaged children achieving EXS at the end of KS2.</p> <p>R-Y5 increase % of disadvantaged pupils achieving ARE and GD.</p>
Increased progress in writing for disadvantaged pupils so that we continue to improve outcomes against ARE in all year groups.	<p>Achieve national average progress scores in KS2 writing.</p> <p>Increase % of pupils achieving EXS at the end of KS2.</p> <p>Increase % of disadvantaged children achieving EXS at the end of KS2.</p> <p>R-Y5 increase % of disadvantaged pupils achieving ARE.</p>
Increased progress in mathematics for disadvantaged pupils so that we continue to improve outcomes against ARE in all year groups.	<p>Achieve national average progress scores in KS2 mathematics.</p> <p>Maintain % of pupils achieving EXS and GD at the end of KS2.</p> <p>Increase % of disadvantaged children achieving EXS at the end of KS2.</p> <p>R-Y5 increase % of disadvantaged pupils achieving ARE.</p>

<p>To ensure that there are no significant gaps between disadvantaged and other pupil groups by increasing the number of disadvantaged pupils achieving the expected score in the phonics screening check at the end of Y1 (and if retaking, at the end of Y2).</p>	<p><b>Y1 phonics:</b> increase % of disadvantaged pupils passing the phonic screening check.</p> <p>Continue to close the gap between disadvantaged pupils and non-disadvantaged pupils.</p> <p><b>Y2 phonics:</b> Continue to close the gap between disadvantaged pupils and non-disadvantaged pupils (phonic retakes).</p>
<p>An increased number of disadvantaged pupils achieving GLD at the end of reception.</p>	<p>To close the gap in attainment between disadvantaged and non-disadvantaged pupils by the end of reception.</p> <p>To increase the % of disadvantaged pupils achieving GLD by the end of reception.</p> <p>To improve the % of disadvantaged pupils achieving goal in reading, writing and number by the end of reception.</p>
<p>To ensure that there is no significant gap between disadvantaged and non-disadvantaged pupils taking the Y4 multiplication table check.</p>	<p>To close any gap in attainment between disadvantaged and non-disadvantaged pupils in relation to the MTC.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, across school so that it is in line with the national average.</p> <p>To reduce the rates of persistent absence.</p>	<p>Attendance to be at the national average with the attendance gap between disadvantaged pupils and their peers to be reduced.</p> <p>The percentage of pupils who are persistently absent to be reduced and the gap between disadvantaged pupils and their peers to be reduced.</p>

## 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

Budgeted cost: £118,964.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deliver high quality first teaching in reading, phonics, writing and mathematics and develop the practice of ECTs /new to year group staff in these areas.</p> <p>AHTS teach 50% and DHT 25% - targeted intervention groups and working in class to support ECTs and other identified teaching staff across the school.</p> <p>To close the gaps in attainment between disadvantaged and non-disadvantaged pupils through targeted intervention teaching.</p>	<p>Establishing quality first teaching through careful planning, feedback and assessment.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supporting ECTs with their, knowledge, understanding and practice</p> <p><a href="https://educationendowmentfoundation.org.uk/four-things-weve-learned-about-supporting-early-career-teachers/">Four things we've learned about supporting early career teachers   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning/">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Improving Attendance to reduce the impact on learning</p> <p><a href="https://educationendowmentfoundation.org.uk/eef-attendance-projects/">EEF Attendance projects   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The importance of closing the attainment gap – Sutton Trust</p> <p><a href="https://www.suttontrust.com/closing-the-attainment-gap/">Closing the attainment gap - Sutton Trust</a></p>	

To purchase high quality resources to support phonics as well as maths concrete resources required to teach the curriculum.	<p>Support and strategies for planning high quality Maths lessons</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-the-early-years-and-key-stage-1">Improving Mathematics in the Early Years and Key Stage 1   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.sutton-trust.org.uk/inequality-in-early-years-education">Inequality in early years education - Sutton Trust</a></p>	
To deliver a planned and challenging core and non-core curriculum that is progressive, representative and meets the needs of all our pupils.	<p>EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/voices-from-the-classroom-conceptual-retrieval-practice-in-the-early-years">Voices from the Classroom: Conceptual retrieval practice in the...   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p>To provide a PLD package that improves the quality of teaching and ensures that 100% of teaching is good or better.</p> <p>PLD linked to specific areas of staff development (e.g. responsive teaching, pedagogy and practice, maths, reading, phonics)</p>	<p>Quality of education – high quality teaching</p> <p>High quality teaching – benefits every child in school. High quality curriculum inspires learners. Development of staff is important for motivation and retention. Teachers feeling supported – is essential to achieving the best outcomes for children.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/find-out-about-our-online-resource-to-support-high-quality-teaching">Find out about our online resource to support high-quality...   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
To ensure that the provision for all SEND pupils is progressive, compliant and meets their needs.	<p><a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	

## Targeted academic support

Budgeted cost: £174,998.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Deliver a literacy and maths small target group for lower attainers and pupils with significant gaps in Years 5 and 6 (AHT&DHT)	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill	
To provide targeted interventions and additional support for identified pupils in R, Ph, W, and M	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill <a href="https://www.catchup.org/interventions/literacy.php">https://www.catchup.org/interventions/literacy.php</a> <a href="https://www.catchup.org/interventions/numeracy.php">https://www.catchup.org/interventions/numeracy.php</a>	
Deliver language interventions across EYFS and Resource Base for language development	EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children's language and communication skills. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. <a href="https://www.nuffieldfoundation.org/news/nuffield-early-language-intervention-boosts-language-skills-three-months">https://www.nuffieldfoundation.org/news/nuffield-early-language-intervention-boosts-language-skills-three-months</a>	
To provide the related resources and materials which will enable children to retain, recall and practise their learning	Focus on considering approaches to teaching and learning inspired by cognitive science that are used in the classroom, with a particular focus on acquiring and retaining knowledge. <a href="#">Cognitive science approaches in the classroom   EEF (educationendowmentfoundation.org.uk)</a>  Focusing on children's ability to manage their own behaviour and aspects of their learning. <a href="#">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Learning behaviours   EEF (educationendowmentfoundation.org.uk)</a>	

## Wider strategies

Budgeted cost: £69,141.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring and pastoral support to develop effective	Monitor behaviour incidents and provide support as necessary:	



learning behaviours in pupils and support breaking down barriers to learning	<a href="https://www.educationendowmentfoundation.org.uk/learning-behaviours">Learning behaviours   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>	
<p>To refer children who are facing family difficulties that may present as a barrier to learning.</p> <p>To provide mentoring and pastoral support.</p>	<a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	
<p>To monitor attendance weekly with fast-track children (persistent unauthorised absences) monitored more frequently.</p> <p>To carry out first day absence phone calls.</p> <p>To carry out home-visits where attendance concerns arise, and contact cannot be made.</p> <p>To use the early help system to support families with persistent absence issues.</p> <p>To reduce the % and frequency of lateness to school for pupils.</p>	<a href="https://www.educationendowmentfoundation.org.uk/attendance-and-reading-key-barriers-to-disadvantaged-pupils">Attendance and reading key barriers to disadvantaged pupils'...   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.gov.uk/guidance/toolkit-for-schools-communicating-with-families-to-support-attendance">Toolkit for schools: communicating with families to support attendance - GOV.UK (www.gov.uk)</a>  <a href="https://thekeysupport.com/strategies-for-improving-attendance">Strategies for improving attendance   The Key Leaders (thekeysupport.com)</a>  <a href="https://www.educationendowmentfoundation.org.uk/supporting-attendance">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.gov.uk/guidance/securing-good-attendance-and-tackling-persistent-absence">Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</a>	

**Total budgeted cost: £360,368.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **KS2 Disadvantaged Cohort Data Analysis:**

- 76.6% of our school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths in 2025. This is 7.5% higher than the 2025 national Non-Disadvantaged cohort at 69.1%.
- Our Disadvantaged cohort's Reading, Writing & Maths Expected Standard has increased by 5.2% from 71.4% in 2023/24, to 76.6% in 2024/25.

#### **KS2 Reading:**

- 87.2% of our school's Disadvantaged cohort achieved the expected standard in Reading. It is 7.5% higher than the 2024 national non-disadvantaged cohort at 79.7%. 57.4% of our Disadvantaged cohort achieved the higher standard in Reading, this is 24.4% higher than the 2024 national non-disadvantaged cohort at 33%.
- 87.2% of our school's disadvantaged pupils achieved the expected standard in Reading, this is 6.6% above national non disadvantaged pupils in 2025.
- Our Disadvantaged cohort's Reading Expected Standard has increased by 6.2% from 81% in 2023/24, to 87.2.% in 2024/25. The higher standard has increased by 38.4% from 19% in 2023/24 to 57.4% in 2024/25.

#### **KS2 Writing:**

- 78.7% of our school's Disadvantaged cohort achieved the expected standard in Writing in 2025. This is 1.1% higher than the 2024 national non-disadvantaged cohort at 77.6%. 10.6% of our Disadvantaged cohort achieved the higher standard in Writing in 2025, this is 4.2% higher than the 2024 national Disadvantaged at 6.4%.
- We have maintained our Disadvantaged cohort's Writing Expected Standard which was 78.6% in 2023/24, to 78.7% in 2024/25. The higher standard has increased by 1.1% from 9.5% in 2023/24 to 10.6% in 2024/25.

#### **KS2 Maths:**

- 80.9% of our school's Disadvantaged cohort achieved the expected standard in Maths in 2025. This is 1.5% higher than the 2024 national non-disadvantaged cohort at 79.4%. 61.7% of our Disadvantaged cohort achieved the higher

standard in Maths in 2025, this is 32.9% higher than the 2024 national non-disadvantaged cohort at 28.8% and 48.8% higher than the 2024 national Disadvantaged at 12.9%.

- Our Disadvantaged cohort's Maths higher Standard has increased by 26% from 35.7% in 2023/24, to 61.7% in 2024/25.

### **KS2 Grammar, Punctuation and Spelling:**

- 87.2% of our school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling in 2025. This is 9% higher than the 2024 national non-disadvantaged cohort at 78.2%. 70.2% of our Disadvantaged cohort achieved the higher standard in Grammar, Punctuation and Spelling in 2025, this is 32.9% higher than the 2024 national non-disadvantaged cohort at 37.3% and 50% higher than the 2024 national Disadvantaged at 20%.
- Our Disadvantaged cohort's Grammar, Punctuation and Spelling Expected Standard has increased by 1.5% from 85.7% in 2023/24, to 87.2% in 2024/25. The higher standard has increased by 10.7% from 59.5% in 2023/24 to 70.2% in 2024/25.

### **KS2 Attainment (all pupils):**

- Reading: 89.7%, Writing: 77.9%, Maths: 85.3%, GPS: 89.7%. Combined: 76.5%

### **Phonics:**

- 84.8% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics in 2025. This is 1% higher than the national non-disadvantaged cohort in 2024 which was at 83.8%.

### **GLD (EYFS):**

- 70.5% of pupils in school achieved a GLD in 2025.
- The outcomes of pupils across school in all year groups (from internal data and assessments) shows that the gap between the attainment of disadvantaged and non-disadvantaged pupils continues to narrow and close. This gap has reduced over the course of the academic year demonstrating the impact of the support and interventions that have taken place.

### **Attendance:**

*Overall attendance in 2024/2025 was 92.95%. The national attendance percentage was 93.1%.*

The implementation of our targeted attendance strategy has supported steady improvements in overall attendance, enabling pupils to benefit from more consistent learning experiences. This continuity has contributed to pupils making progress towards expected standards. While our attendance remains slightly below the national average, the effectiveness of our policies and procedures is clear. Ongoing contextual and health-related absences continue to influence the overall figures.

Looking ahead, our primary focus will be on strengthening outcomes across Key Stage 2, with particular attention to Writing, Reading, and Mathematics. In Writing, we aim to increase the number of pupils achieving the higher standard through improved clarity, precision, and stamina in written work. In Reading, we will continue to build comprehension skills and deepen pupils' engagement with a broad range of texts. In Mathematics, we will strengthen arithmetic fluency while developing pupils' reasoning and problem-solving skills to ensure greater depth of understanding.

In the Early Years, we will prioritise improving the proportion of children achieving a Good Level of Development (GLD). We recognise that children are entering school with an increasingly wide range of abilities and experiences, and our provision will be adapted to meet these diverse needs effectively. Phonics will remain a key focus to ensure strong early reading foundations, with consistent, high-quality teaching and targeted support for those who require additional intervention.

Our overall approach will continue to centre on responsive teaching, early intervention, and high-quality provision that enables every pupil to make sustained progress from their individual starting points.

Although attendance has continued to improve, reducing persistent absence remains a key priority. We will strengthen our partnership with parents through proactive engagement, ensuring that families have access to timely support and appropriate resources. Through clear communication, targeted guidance, and effective signposting to external services, we aim to address the underlying causes of absence and sustain this positive trajectory.

## 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
Literacy Shed	The Literacy Shed
Grammarsaurus	Grammarsaurus Ltd.
ELS Spellings	Oxford University Press
Test Base	Exam Pro
TT Rockstars	Maths Circle

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*