

Three Year Pupil Premium Strategy - 2024-27



Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be disadvantaged due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Curriculum

The intent of our curriculum is for pupils to have high aspirations, make progress from their starting points and to contribute positively to the school community and beyond.

Communication	Community	Application
It is essential that children leave Heathlands Primary Academy able to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Through our work on vocabulary, we aim to develop children's imaginations and to support them with building a rich vocabulary, which will enable them to understand the world in which we live.	Children who attend Heathlands Primary Academy should feel that they are always part of a community, whether this means their class, school, local area or as global citizens. We are closely supported by the Cultural Hub and this enables us to deliver authentic experiences that the children can then use back in the classroom.	A key part of our curriculum is ensuring that new skills and knowledge are applied across the subjects, where appropriate. This will enable children to see new information in a variety of contexts, and to become more independent learners.

Core Principles & Rationale

<p>Tier 1: High Quality Teaching We do this by:</p> <ul style="list-style-type: none"> • A well sequenced and delivered curriculum • Staff CPD 	<p>The EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant. EEF Guide to the Pupil Premium</p>
<p>Tier 2: Targeted, Academic Support We do this by</p> <ul style="list-style-type: none"> • Early academic intervention • Phonics & early reading intervention • oral language intervention 	<p>The EEF also highlights the importance of delivering targeted academic support for those pupils who are not making good progress. EEF Tiered Approach to Pupil Premium Spending</p> <p>Oral language intervention in particular is shown to have a very high impact for very low cost, alongside phonics and reading comprehension strategies EEF – Oral Language Intervention EEF – Reading Comprehension EEF – Phonics</p>
<p>Tier 3: Wider Strategies Including:</p> <ul style="list-style-type: none"> • involving & empowering parents • involving and empowering children • supporting attendance • extra-curricular activities • breakfast clubs & meal provision 	<p>The EEF tiered approach identifies the importance of 'wider strategies' to address non-academic challenges in an effective pupil premium strategy).</p> <p>Hattie (2011) identifies the extent to which parental involvement affects academic attainment (ranked 79 of 252 influences) Hattie Ranking The EEF toolkit identifies parental engagement as having a moderate impact for very low cost. EEF Toolkit – Parental Engagement</p> <p>Additionally, metacognition and self-regulation strategies as having a very high impact for a very low cost EEF Toolkit – Metacognition & Self-Regulation</p>

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024-25, [2025-26](#) and [2026-27](#) academic years 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:	Heathlands Primary Academy & Pre-School
Number of pupils in school	178 (inc. YN) 160 (exc. YN) 166 (inc. YN) 156 (exc. YN)
Proportion (%) of pupil premium eligible pupils	70.8% (inc. YN) 72.5% (exc. YN) 68.1% (inc. YN) 72.4% (exc. YN)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	December 2024 December 2025
Date on which it will be reviewed	December 2025 December 2026
Statement authorised by	Janine Harries
Pupil premium lead	Matthew Golding
Governor / Trustee lead	Nichola Magnum-Taylor Jeremy Stanyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,165
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School led tutoring grant	£0
Total budget for this academic year	£167,165

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack on confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to attain or exceed national benchmarks
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils by supporting staff to develop their subject expertise, especially in reading and phonics.
- Ongoing work to develop the curriculum and teaching and learning model, ensuring it is thoughtfully chosen and sequenced, and that pupils are retaining learning (outlined more specifically in the SIP)
- Ensuring that appropriate provision is made for pupil who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Achieving these objectives:

- We aim to make sure that all teaching is good or better, thus ensuring that the quality of teaching experienced by all pupils is improved.
- Regular tracking of children to quickly intervene if progress is not at the necessary rate, with class action plans to specify and track any next steps
- All out work through the pupil premium will be aimed at accelerating progress within the classroom (e.g. through developing curriculum and teacher pedagogy).
- Offering a homework club for upper Key Stage 2 prioritising those who are pupil premium, in the form of lunchtime interventions run by class staff.
- Extra-curricular clubs will prioritise those who are pupil premium
- Additional pastoral support from the family support work for 1:1 or small group work on social skills
- Think Bricks sessions to be prioritised for pupil premium children
- Subsidies for extra-curricular activities, educational visits and school uniform.
- Time to talk sessions run once per week available for all children, run by pastoral support work and one class teacher.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring consistent high-quality teaching and subject expertise in all subjects across all classrooms
2	Identifying and addressing gaps in attainment and learning in a timely manner, especially across core subjects <ul style="list-style-type: none">• Securing improvement in the combined RWM measure at the end of Key Stage 2
3	Securing foundational key skills in core subjects
4	Providing support to close social and emotional gaps for disadvantaged children Analysis of specific barriers of pupil premium children shows a high level of need across a wide range of categories, with these particular areas of concern: <ul style="list-style-type: none">• SEND• Attitude to Learning & Behaviour• Mental Health & Friendships• Access to extra-curricular opportunities• Safeguarding concerns and other Adverse Childhood Experiences
5	Reducing behaviour difficulties, exclusions and absence within a core group of children (see challenge 4)
6	44% of Pupil Premium children also SEND

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																																			
<p>To improve attainment at ARE for disadvantaged pupils in Reading, Writing and Maths and in the RWM combined measure at KS2 and across the school.</p>	<p>For ARE attainment of disadvantaged pupils to move closer to and overtake national KS2 levels for these pupils over time, eventually matching national outcomes for Non-PP children.</p> <p>National Key Stage 2 ARE Attainment</p> <table border="1" data-bbox="679 539 1383 763"> <thead> <tr> <th>Subject</th> <th>KS2 National 2024 (disadvantaged)</th> <th>KS2 National 2024 (non-disadv.)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>58%</td> <td>78%</td> </tr> <tr> <td>Maths</td> <td>59%</td> <td>79%</td> </tr> <tr> <td>RWM Combined</td> <td>45%</td> <td>67%</td> </tr> </tbody> </table> <p>HPA Y1-6 Disadvantaged ARE Targets</p> <table border="1" data-bbox="679 831 1383 1055"> <thead> <tr> <th>Subject</th> <th>2024-5 HPA Y1-6 Disadv. ARE Target</th> <th>2025-6 HPA Y1-6 Disadv. ARE Target</th> <th>2026-7 HPA Y1-6 Disadv. ARE Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>71%</td> <td></td> </tr> <tr> <td>Writing</td> <td>53%</td> <td>57%</td> <td></td> </tr> <tr> <td>Maths</td> <td>57%</td> <td>62%</td> <td></td> </tr> <tr> <td>RWM Combined</td> <td>46%</td> <td>53%</td> <td></td> </tr> </tbody> </table>	Subject	KS2 National 2024 (disadvantaged)	KS2 National 2024 (non-disadv.)	Reading	62%	79%	Writing	58%	78%	Maths	59%	79%	RWM Combined	45%	67%	Subject	2024-5 HPA Y1-6 Disadv. ARE Target	2025-6 HPA Y1-6 Disadv. ARE Target	2026-7 HPA Y1-6 Disadv. ARE Target	Reading	62%	71%		Writing	53%	57%		Maths	57%	62%		RWM Combined	46%	53%	
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<p>To improve attainment at the expected standard for disadvantaged pupils in Phonics</p>	<p>For phonics attainment of disadvantaged pupils to move closer to and overtake national levels for these pupils over time, eventually matching national outcomes for Non-PP children.</p> <p>National Phonics Attainment</p> <table border="1" data-bbox="679 1361 1383 1525"> <thead> <tr> <th>Subject</th> <th>National 2024 (disadvantaged)</th> <th>National 2024 (non-disadv.)</th> </tr> </thead> <tbody> <tr> <td>Phonics Y1</td> <td>68%</td> <td>83%</td> </tr> <tr> <td>Phonics End of KS1</td> <td>82%</td> <td>92%</td> </tr> </tbody> </table> <p>HPA Phonics Targets (Disadvantaged)</p> <table border="1" data-bbox="679 1592 1383 1736"> <thead> <tr> <th>Subject</th> <th>2024-5 HPA Target</th> <th>2025-6 HPA Target</th> <th>2026-7 HPA Target</th> </tr> </thead> <tbody> <tr> <td>Phonics Y1</td> <td>80%</td> <td>83%</td> <td></td> </tr> <tr> <td>Phonics End of KS1</td> <td>87%</td> <td>88%</td> <td></td> </tr> </tbody> </table>	Subject	National 2024 (disadvantaged)	National 2024 (non-disadv.)	Phonics Y1	68%	83%	Phonics End of KS1	82%	92%	Subject	2024-5 HPA Target	2025-6 HPA Target	2026-7 HPA Target	Phonics Y1	80%	83%		Phonics End of KS1	87%	88%															
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<p>To improve attainment at the expected standard for disadvantaged pupils in the Multiplication Tables Check</p>	<p>For the average score attained by pupil in the MTC check to move closer to and overtake national levels for these pupils over time, eventually matching national outcomes for Non-PP children.</p> <p>For the % of pupils achieving a score of 22 or higher to increase over time, including those pupils who retake the test in Year 5.</p> <p>National MTC Attainment</p> <table border="1" data-bbox="678 465 1382 600"> <thead> <tr> <th>Subject</th> <th>National 2024 (disadvantaged)</th> <th>National 2024 (non-disadv.)</th> </tr> </thead> <tbody> <tr> <td>Y4 MTC Avg. Score</td> <td>18.8</td> <td>21.3</td> </tr> </tbody> </table> <p>HPA MTC Targets (Disadvantaged) % Pupils achieving 22 or higher</p> <table border="1" data-bbox="678 698 1382 831"> <thead> <tr> <th>Subject</th> <th>2024-5 HPA Target</th> <th>2025-6 HPA Target</th> <th>2026-7 HPA Target</th> </tr> </thead> <tbody> <tr> <td>Y4 MTC</td> <td>67%</td> <td>83%</td> <td></td> </tr> <tr> <td>Y5 MTC</td> <td>64%</td> <td>89%</td> <td></td> </tr> </tbody> </table>	Subject	National 2024 (disadvantaged)	National 2024 (non-disadv.)	Y4 MTC Avg. Score	18.8	21.3	Subject	2024-5 HPA Target	2025-6 HPA Target	2026-7 HPA Target	Y4 MTC	67%	83%		Y5 MTC	64%	89%	
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<p>To improve attainment of disadvantaged pupils at GLD</p>	<p>For the average attainment of disadvantaged pupils at GLD to move closer to and overtake national levels for these pupils over time, eventually matching national outcomes for Non-PP children.</p> <p>National GLD Attainment</p> <table border="1" data-bbox="678 1032 1382 1137"> <thead> <tr> <th>Subject</th> <th>National 2024 (disadvantaged)</th> <th>National 2024 (non-disadv.)</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>52%</td> <td>70.4%</td> </tr> </tbody> </table> <p>HPA GLD Targets (Disadvantaged)</p> <table border="1" data-bbox="678 1205 1382 1310"> <thead> <tr> <th>Subject</th> <th>2024-5 HPA Target</th> <th>2025-6 HPA Target</th> <th>2026-7 HPA Target</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>33%</td> <td>53.3%</td> <td></td> </tr> </tbody> </table>	Subject	National 2024 (disadvantaged)	National 2024 (non-disadv.)	EYFS GLD	52%	70.4%	Subject	2024-5 HPA Target	2025-6 HPA Target	2026-7 HPA Target	EYFS GLD	33%	53.3%					
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<p>To improve learning behaviours and engagement in learning amongst disadvantaged pupils leading to fewer exclusions</p>	<p>Data analysis of Trackit Lights system shows negative (orange and red) behaviours for disadvantaged pupils decreasing over time (year on year), and positive (green) behaviours increasing.</p> <p>The number of fixed term exclusions to reduce when over the period of this strategy, so it is more in line with national expectations.</p> <p>Monitoring (e.g. lesson visits and pupil voice) shows the delivery and impact of Zones of Regulation teaching and strategies.</p>																		
<p>To improve attendance for disadvantaged pupils</p>	<p>The attendance of disadvantaged pupils will be in line with national averages and / or be increasing over the period of this strategy.</p> <p>Persistent absence amongst disadvantaged pupils will be in line with national averages and / or be increasing over the period of this strategy.</p>																		

	<p>Where persistent absence exists, monitoring and records will show that interventions (e.g. attendance meetings with parents or other strategies) are in place.</p>
<p>To ensure disadvantaged pupil receive relevant, identified interventions to make accelerated progress</p>	<p>Analysis of assessment information at key data drops will identify target pupils to receive interventions with clear objectives.</p> <p>Data will show that pupils in these interventions are making accelerated progress.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,672.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teachers to access CPD via specific staff meeting. CPD provided internally and by CLP and external providers supporting quality first teaching.</p> <p>Internal Walkthrus training programme aimed at raising overall class delivery.</p> <p>Cost to include cover to enable staff to attend.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	<p>1, 2, 3, 4 (SEND), 6</p>
<p>Little Wandle Letters and Sounds Phonics scheme and training for all new staff and all new support staff</p>	<p>LWLS is a recognised, validated scheme.</p>	<p>1, 2, 3</p>
<p>Enhanced curriculum focus on teaching of foundational key skills, including Arithmetic, Times Tables and Transcription skills in writing</p> <p>Daily curriculum time to be timetabled for this specific purpose, and CPD time to be set aside for implementation</p> <p>Now timetabled and CPD has been delivered – continue to monitor impact of delivery</p>	<p>Internal monitoring shows that these skills are a priority for development amongst pupils.</p> <p>EEF Guide to the Pupil Premium – “Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development.”</p>	<p>1, 2, 3, 6</p>

<p>Following review of provision and work to embed this in 2024/5, continue use of established / resources schemes to ensure quality provision:</p> <ul style="list-style-type: none"> • Letterjoin • The Spelling Book • White Rose Fluency Bee • Times Table Rock Stars • Numbots 		
<p>Recruitment and retention of experienced teaching and leadership staff to ensure high quality provision</p>	<p>EEF Guide to the Pupil Premium indicates that effective strategies for spending of the pupil premium includes recruiting and retaining key staff.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>PP lead to monitor impact of CPD and interventions.</p>		<p>1, 2, 3, 4, 5, 6</p>

Targeted academic support

Budgeted cost: £39,089.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm assessments and strategies	<p>Oral language interventions EEF (+6 months)</p> <p>EEF – “Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Currently 53% of children in YR (24/25) are Pupil Premium and baseline results show that 66% of these PP children were already below ARE in communication and language</p>	1, 2, 3, 6
<p>Assessments and QLA leading to precisely targeted teaching / intervention (e.g. Phonics Minute a Day in Y1/Y2, Times Tables Minute a Day in Y4, Y6, Books & Stories, Y6 After School Booster Group)</p>	<p>Individualised instruction EEF (+4 months)</p> <p>Small group tuition EEF (+4 months)</p> <p>EEF Toolkit – “Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.”</p> <p>EEF Guide to Pupil Premium – “Targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress.”</p>	1, 2, 3, 6

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

Budgeted cost: £59,402.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruiting and retaining a skilled Children & Family support worker (current vacancy as of Dec-24) Post filled</p>	<p>EEF Guide to the Pupil Premium indicates that effective strategies for spending of the pupil premium includes recruiting and retaining key staff.</p>	<p>4, 5, 6</p>
<p>Stormbreak activities to be used daily in all classes</p> <p>Pupils to continue to actively self-assess emotions and select stormbreak activities using stormbreak register</p>	<p>EEF Toolkit - Social and emotional learning (+4 months) EEF Toolkit - Physical activity (+1 month)</p> <p>Stormbreak is a way of “Embedding mentally healthy movement for every child, everyday” EEF – “Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</p> <p>“Physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment). While the EEF evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.”</p>	<p>4, 5, 6</p>
<p>Zones of Regulation to be taught and used as an explicit self-regulation strategy across the school</p> <p>Continue to embed Zones teaching with delivery and strategies targeted at a year group and individual level</p>	<p>EEF – Social and emotional learning (+4 months) EEF – Behaviour Interventions (+4 months) EEF – Metacognition & Self-Regulation (+7 months)</p> <p>EEF - “There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.”</p>	<p>4, 5</p>

<p>'Trackit Lights' to be used as a reward system linked to school values, and to be able to track and enable early identification of disadvantaged pupils vulnerable to poor behaviour or suspension / exclusion</p> <p>Continue to embed use of Trackit Lights data to identify pupils at risk of suspension / exclusion</p>	<p>Trackit Lights case study of another CLP school:</p> <p>"Research suggests that especially with primary aged children, reaffirming positive behaviour that the child is already doing, is cognitively far easier to conceptualise than telling the child to behave in a way that they are not currently doing."</p> <p>"Trackit Lights also helps senior leaders do termly analysis that visually highlights any pupils who have high levels of challenging behaviour and Reflection Time, and then they are able to put additional interventions in place such as Individual Behaviour Plans, meetings with parents, and follow up meetings to reflect on strategies."</p>	<p>4, 5</p>
<p>Lunchtime homework clubs run by class teachers in Y5/6 once weekly</p>	<p>Homework EEF (+5 months)</p> <p>EEF – "Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)"</p> <ul style="list-style-type: none"> - "Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning" - "It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area)" 	<p>2, 3, 4</p>
<p>Support from Children & Family Support Worker through:</p> <ul style="list-style-type: none"> • 1:1 and small group work on social skills with Children & Family Support Worker • Parent support • Delivery of Think Bricks 1:1 intervention 	<p>EEF – Social and emotional learning (+4 months)</p> <p>EEF – "Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores."</p>	<p>4, 5</p>

<p>Weekly drop in club with Mental Health Lead and Children & Family Support worker to look at social issues.</p> <p>These issues can then be followed up with 1:1/ small group work as necessary.</p> <p>This is designed to be a short term intervention</p>	<p>EEF Toolkit – Social and emotional learning (+4 months)</p> <p>EEF – “Being able to effectively manage emotions will be beneficial to children and young people even it does not translate to reading or maths scores.”</p> <p>- “The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils</p>	4, 5
<p>Work related to reduction of absence:</p> <ul style="list-style-type: none"> • Family liaison by CFSW • Follow up of all absences • Children allowed to wear own clothes on birthday (to reduce children taking whole day off) • New starters given a friendly sheet showing the cumulative effect of absence and lateness • Messages sent in a variety of texts / group call / phonics call / school app • Drop in sessions/ coffee morning with FSW 	<p>DFE (2016)</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> - The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 - Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above than pupils that missed 10-15% of all sessions 	4, 5

<ul style="list-style-type: none"> • Time to talk sessions once per week • To supply breakfast bagels to encourage good attendance and settled start • Breakfast club 		
<p>Work related to improving parental engagement with reading</p> <ul style="list-style-type: none"> • Free library where children can take a book (variety of genres) • LWLS and Reading Scheme books sent home – tracked by home / school reading diary • Reading Trophy in assembly for class most engaged in home reading in KS1 / KS2 • Phonics Thursdays – EYFS parents invited in to class to watch phonics lessons • Signposting to LWLS parent resources 	<p>EEF Toolkit – Parental engagement (+4)</p> <p>EEF – “There is some evidence that personalised messages linked to learning can promote positive interactions.”</p> <p>“Parental engagement strategies are typically more effective with parents of very young children.”</p>	3, 4
<p>Funding of subsidised trips, residential, school uniforms and breakfast club places and alternative provision prioritised for PP pupils</p>	<p>To ensure equality of access to resources and cultural capital</p>	4, 5
<p>Planning and delivering a careers curriculum</p> <p>Continue to develop and embed opportunities for careers learning</p>	<p>To create high aspiration and improve life chances</p>	4

Bournemouth University & Canford links to create further opportunity and aspirations (SHINE, extra-curricular clubs, targeted interventions)	To ensure equality of access to resources and cultural capital	2, 4
Build links with Mental Health in Schools Team	EEF – Social and emotional learning (+4 months) EEF - “There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.”	4

2025-26 Total Budgeted Cost: £167,165

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We had OFSTED in 2022, receiving a Good rating. OFSTED said, “Leaders at all levels are ambitious for every pupil. They are determined to remove any barriers and support all pupils to achieve their potential.”

Aim	Outcomes 2024-25																																								
<p>To improve attainment at ARE for disadvantaged pupils in Reading, Writing and Maths and in the RWM combined measure at KS2 and across the school.</p>	<p>The long-term goal is to attain and exceed national average outcomes for this group of pupils overall, with the national average for disadvantaged pupils being used as an interim target.</p> <p>·</p> <p><u>National Key Stage 2 Disadvantaged</u></p> <table border="1" data-bbox="520 730 1177 925"> <thead> <tr> <th>Subject</th> <th>2024 National Disadvantaged</th> <th>2025 National Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>58%</td> <td>59%</td> </tr> <tr> <td>Maths</td> <td>59%</td> <td>61%</td> </tr> <tr> <td>RWM Combined</td> <td>45%</td> <td>47%</td> </tr> </tbody> </table> <p><u>HPA Y1-6 R/W/M Disadvantaged ARE 2024-25 (Teacher Assessment)</u></p> <table border="1" data-bbox="520 1028 1318 1279"> <thead> <tr> <th>Subject</th> <th>Target</th> <th>Outcome</th> <th>Outcome Complete Journey</th> <th>Outcome Not Complete</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>53%</td> <td>58%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>53%</td> <td>38%</td> <td>40%</td> <td>32%</td> </tr> <tr> <td>Maths</td> <td>57%</td> <td>54%</td> <td>58%</td> <td>48%</td> </tr> <tr> <td>RWM Combined</td> <td>46%</td> <td>33%</td> <td>39%</td> <td>29%</td> </tr> </tbody> </table> <p><i>Complete Journey = Pupils who have attended from YR or earlier</i></p> <p>The above data is based on end of year teacher assessment across the school (excluding EYFS).</p> <p>Overall, the attainment of disadvantaged pupils across the school in R/W/M is still below national levels for the end of KS2, with writing the lowest. These outcomes, however, represent an improvement over the whole school disadvantaged outcomes from 2023-24 (Reading +9%, Writing +10%, Maths +12%), showing that whilst there is more to do, the gap with national is being closed.</p> <p>Pupils who have spent their whole journey with HPA achieve significantly closer to national levels than those who did not. Reading (-4%) and Maths (-3%) are closer to national levels but still behind. Writing is the lowest (-19%) which also has an impact on the combined measure (-8%)..</p>	Subject	2024 National Disadvantaged	2025 National Disadvantaged	Reading	62%	63%	Writing	58%	59%	Maths	59%	61%	RWM Combined	45%	47%	Subject	Target	Outcome	Outcome Complete Journey	Outcome Not Complete	Reading	62%	53%	58%	42%	Writing	53%	38%	40%	32%	Maths	57%	54%	58%	48%	RWM Combined	46%	33%	39%	29%
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To improve attainment at the expected standard for disadvantaged pupils in Phonics

The long-term goal is to attain and exceed national average outcomes for this group of pupils overall, with the national average for disadvantaged pupils being used as an interim target.

National Phonics Disadvantaged

Subject	2024 National Disadvantaged	2025 National Disadvantaged
Phonics Y1	68%	67%
Phonics End KS1	82%	81%

HPA Phonics Disadvantaged 2024-25

Subject	Target	Outcome	Outcome Complete Journey	Outcome Not Complete
Phonics Y1	80%	65%	77%	0%
Phonics End KS1	87%	88%	88%	89%

Complete Journey = Pupils who have completed LWLS (from Sept YR)

In Y1 phonics, attainment of disadvantaged pupils at HPA was broadly in line with / slightly below the national average (-3%), with **pupils who have completed their journey at HPA exceeding the national average by 9%**. Of the 6 disadvantaged children who did not achieve the standard, 5 were SEND with having an EHCP.

For the end of KS1, **the pupils overall exceeded the national average for disadvantaged pupils**. Attainment of pupils who had completed their journey at HPA was broadly in line with those who had not. Of the two pupils in the class who had not achieved the standard by the end of KS1, both were SEND, with one being an EHCP child.

To improve attainment at the expected standard for pupils in the Multiplication Tables Check

The long-term goal is to attain and exceed national average outcomes for this group of pupils overall, with the national average for disadvantaged pupils being used as an interim target.

National MTC Disadvantaged

Subject	2024 National Disadvantaged
MTC Avg. Score	18.8

HPA MTC Disadvantaged 2024-25

	Target % 22+	Outcome % 22+	Outcome Avg.
Y4 MTC	67%	25%	15.4
Y5 MTC	64%	47%	17.2

	Outcome % 22+ Complete Journey	Outcome Avg. Complete Journey	Outcome 22+ Not Complete	Outcome Avg. Not Complete
Y4 MTC	20%	14.6	43%	17.7
Y5 MTC	58%	17.8	29%	16.1

Complete Journey = Pupils who have attended from YR or earlier

In the MTC, the average score attained by Y4 disadvantaged pupils is still **below the national average (-3.4)**. However, **this was a significant improvement on the internal check for this cohort in Y3 of 8.1 – an improvement of +7.3 – showing that the gap is being closed.**

Year 5 disadvantaged pupils doing MTC retakes **have still not reached the national average for Y4 (-1.6)** , however have improved on their Y4 average score of 16.4 (+0.8), with **pupils who have completed their journey at HPA faring slightly better than those who have not (+1.4).**

Overall, these scores indicate that whilst progress is being made, there is still work to do to accelerate the attainment of disadvantaged pupils in the MTC to bring them in line with national averages.

To improve attainment of disadvantaged pupils at GLD

The long-term goal is to attain and exceed national average outcomes for this group of pupils overall, with the national average for disadvantaged pupils being used as an interim target.

National GLD Disadvantaged

Subject	2024 National Disadvantaged
EYFS GLD	52%

HPA GLD Disadvantaged 2024-25

Subject	Target	Outcome	Outcome Complete Journey	Outcome Not Complete
EYFS GLD	33%	62%	43%	84%

Complete Journey = Pupils who have attended from September YR or Earlier (i.e. Nursery)

The attainment of disadvantaged pupils exceeded the school's target by 29% and the national average attainment for disadvantaged children by 10%.

Whilst the 7 disadvantaged pupils who began in or before September of Year R did not meet the national average overall, all of the 4 pupils who did not were SEND, with 3 of the 4 having an EHCP.

To improve learning behaviours and engagement in learning amongst disadvantaged pupils leading to fewer exclusions.

HPA Trackit Behaviour Data Trend Disadvantaged vs Non-Disadvantaged

	Disadvantaged		Non-Disadvantaged	
	2023-24	2024-25	2024-25	2024-25
Green	97.1%	95.9%	98.8%	95.8%
Orange	1.8%	3.4%	1.0%	3.6%
Red	1.1%	0.7%	0.2%	0.6%

Suspensions

	2022-23	2023-24	2024-25
Disadv. per 100 Pupils	40.0	19.6	12.6
Non-Disadv. per 100 pupils	0.0	1.1	0.0

Permanent Exclusions

	2022-23	2023-24	2024-25
Disadv. per 100 Pupils	1.96	0.98	0.00
Non-Disadv. per 100 pupils	0.00	0.00	0.00

Analysis of suspensions and permanent exclusions data shows a **steady decrease of suspensions and exclusions across a three year period.** This shows that the school's approaches (values led

behaviour management, Stormbreak, Zones of regulation) are having an impact on the most disruptive incidents.

Likewise, the number of more disruptive 'red' incidents recorded on Trackit-Lights has decreased year-on-year for disadvantaged pupils as a proportion of total incidents recorded.

There has, however, been an increase in the recording of 'lower level' orange incidents, although at a lesser rate than for disadvantaged pupils than for non-disadvantaged.

Both these changes may be the result of an increased recording of green and orange behaviours by teaching staff on trackit as the system becomes embedded and will need continued review to identify any emerging trends.

To improve attendance for disadvantaged pupils

Attendance

	2022-23	2023-24	2024-25	Nat. 24
Disadvantaged	89.3	91.1	89.4	92.0
Non-Disadvantaged	94.6	95.6	93.4	95.4
Gap	-5.3	-4.5	-4.0	-3.4

Persistent Absence %

	2022-23	2023-24	2024-25	Nat. 24
Disadvantaged	50.0	40.1	38.5	27.1
Non-Disadvantaged	41.2	11.8	22.5	9.4
Gap	-8.8	-28.3	-16.0	-17.7

Whilst **attendance data has no consistent trend from year to year**, the trends for disadvantaged and non-disadvantaged pupils are broadly similar. **The attendance gap in the school between disadvantaged and non-disadvantaged pupils has decreased by 0.5% in the last academic year and by 1.3% since 2022-23.** Likewise, although the gap in persistent absence for disadvantaged pupils has increased since 2022-23, it has **decreased 12.3% since the last academic year.**

The school regularly meets with the local authority attendance officer to review procedures and individual cases in order to ensure best practice in this area.

To ensure disadvantaged pupils receive relevant, identified interventions to make accelerated progress.

Year 6 Interventions

Bournemouth University Books & Stories

x1 Hour Per Week, Autumn 2 & Spring 1

KS2 Mocks Average Score

	November	March
Disadvantaged Pupils in intervention (8/10)	96.25	102.75 (+6.5)
All pupils (non-intervention)		+2.4

Y6 Cut-Away Teaching Group

Autumn 2 & Spring Term 1, 3 Days Per Week

Mock SATs scaled scores

	Reading		GPaS		Maths		Av. +/-
	Nov	Mar	Nov	Mar	Nov	Mar	
Disadvantaged Pupils in Group (6/7)	95.5	102.0 (+6.5)	94.1	97.7 (+3.6)	87.3	95.2 (+7.9)	+6.0
All Pupils (Non-Group)		+4.0		+3.3		+3.3	+3.5

1:1 Reading Group

Autumn 2 & Spring Term 1, 3 Days Per Week

Mock SATs scaled scores

	Reading	
	Nov	Mar
Disadvantaged Pupils in Group (3/5)	98.0	102.0 (+4.0)
All Pupils (Non-Group)		+4.3

After School Teacher Led Intervention

Spring Term, 45 mins Weekly - Combined Reading & Maths Booster Session

	READING			MATHS		
	Spring	KS2	Diff.	Spring	KS2	Diff.
Disadvantaged pupils in group (7/9)	96.7	98.5	+1.8	96.3	99.3	+3.0
All pupils (non-intervention)			-0.8			+1.9

KS1 Phonics Interventions (Minute-a-day)

Y1 Minute-a-day Phonics Keep-up

Phonics Check Average Score

	Nov	KS1 PSC
Disadvantaged Pupils in Group (8/10)	15.4	24.4 (+9.0)
All Pupils (Non-Intervention)		+4.5

Y2 Minute-a-day Phonics Keep-up

Phonics Check Average Score

All retake pupils (8) were disadvantaged.

	Y1 PSC	Y2 PSC
Disadvantaged Pupils in Group (8/8)	18.5	34.5 (+16.0)

Analysis of key interventions data shows that **interventions are being used to support disadvantaged pupils, with these pupils making up the largest proportion of pupils in these groups.**

Additionally, testing data shows that **disadvantaged pupil in interventions are consistently making accelerated progress between assessment points when compared other pupils.**

The one area where an intervention was shown to be **less effective was in the 1:1 reading group** led by the cutaway teacher in year 6. The school has subsequently reviewed practices for interventions in reading and is moving to a **'fluency' based reading intervention system in the next academic year, based on advice and best-practice from Hampshire Improvement and Advisory Service.**

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider