



## PUPIL PREMIUM STRATEGY STATEMENT SEPTEMBER 2025 2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year. This is part of a three year strategy.

### SCHOOL OVERVIEW

DETAIL	DATA
School name	Heathfield Primary School
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023 - 2026
Date this statement was published	October 2023
Date on which it will be reviewed	Termly
Statement authorised by	Heathfield Governing board
Pupil premium lead	Mark Thornley
Governor lead	Sharmeen Atcha

### FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year FSM	£91,760
Pupil premium funding allocation this academic year Post LAC	£17,990
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£ 109,750</b>

## PART A: PUPIL PREMIUM STRATEGY PLAN

### STATEMENT OF INTENT

The key objective of the Pupil Premium Grant is to diminish the gap between disadvantaged and non-disadvantaged children so that all children achieve their potential. Through targeted interventions we are relentlessly working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as soon as possible. Decisions regarding the use of Pupil Premium funding are always based on evaluation of the impact of any additional programme.

### CHALLENGES

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

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1	Attendance below 96.5% and/or poor punctuality (extended holidays, persistent absenteeism)
2	Children start school at a lower starting point and so need to make accelerated progress throughout their time at Heathfield
3	Speech, language and communication development including English as an additional language (EAL) - Proficiency in English
4	Narrow experiences outside of school such as trips, music lessons and participation in physical activities
5	Behaviour – pupils with specific social and emotional needs which affect their learning
6	Special Educational Needs

### INTENDED OUTCOME

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. The needs of our children have been assessed by the Senior Leadership Team and staff using a variety of diagnostic tools. We recognise that not all of our children in receipt of PPG are academically disadvantaged, and some children are working at age related expectations for their year group. We also recognise that some children who are not eligible for PPG have additional barriers that may make them vulnerable to under achievement. Careful analysis including: internal and external pupil data, historical attainment and progress rates has been scrutinised to ensure that the Pupil Premium Grant and Recovery Funds are used to maximum effect. We view the raising of attainment of disadvantaged pupils as part of our commitment to help all our children achieve their full potential. At Heathfield, we believe the following principles will ensure that as a school we are working towards diminishing the difference between disadvantaged pupils and non-disadvantaged children

INTENDED OUTCOME	SUCCESS CRITERIA
<p><b>Heathfield disadvantaged children are working in line / above non-disadvantaged children at Heathfield, locally and nationally</b></p>	<p>By the end of Key Stage 2:</p> <ul style="list-style-type: none"> <li>• Disadvantaged children continue to work in line or above national comparisons, including greater depth writing</li> <li>• Heathfield disadvantaged children are working in line or exceeding non-disadvantaged children at Heathfield, locally and nationally</li> </ul> <p>The attainment gap between disadvantaged and non-disadvantaged Heathfield children is eliminated for:</p> <ul style="list-style-type: none"> <li>• Good Level of development</li> <li>• Year 1 phonics</li> <li>• Year 2 phonics</li> <li>• Key Stage Two</li> </ul> <p style="text-align: center;">Reading Writing Maths Combined</p>
<p><b>Children experience an exciting and inspiring, broad and balanced curriculum</b></p>	<p>Number of children participating in additional activities is maintained and/or increased for:</p> <p style="text-align: center;">Musical instrument lessons After school clubs Representing school at sporting activities</p> <p>At least or more than 41% of children (Years 1 – 6) have represented Heathfield at a Sporting event</p> <p>Educational visits and visitors are strategically and deliberately planned across the curriculum</p> <p>Year 4 and Year 6 experience a residential (Board and lodgings are subsidised for PPG children)</p> <p>Competitive sports curriculum implemented as part of our PE curriculum (funded through sports premium)</p>
<p><b>Heathfield is an inclusive school, children's individual needs are swiftly identified and met</b></p>	<p>Teachers implement the Heathfield Teaching and Learning policy (based on Rosenshine's Principles) effectively</p> <p>Develop children's oracy</p> <p>Teachers adapt teaching so that most children can access age related content – <i>keep up, not catch up</i></p> <p>School systems are effective in identifying the holistic needs of children and efficiently implements next steps</p> <p>EHCPs applications are submitted as soon as possible to ensure children's needs can be met (Evidence is gathered efficiently to avoid delays)</p> <p>Evidence shows that the bespoke Woodbridge interventions have a positive impact on meeting children's learning, social and/or emotional needs</p> <p>WELcomm and NELI data demonstrates impact; SALT referrals are made for children still not working in line. SALT programmes delivered.</p> <p>Communication and language is prioritised</p> <p>Early Years – Maximum progress, Maximum time, Maximum children</p> <p>Heathfield SENCO 0.4 release time</p>

<b>All children attend school and arrive on time</b>	<p>As a result of effective attendance monitoring procedures and swift actions:</p> <ul style="list-style-type: none"> <li>• Overall attendance is above national average</li> <li>• Persistent absence is lower than national average</li> </ul>
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## ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above

### TEACHING

ACTIVITY	SCHOOL DEVELOPMENT PLAN LINK	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
<p>Effective implementation of the new Heathfield phonics approach – Supersonic Phonic friends. This is implemented with fidelity – meeting the needs of all children. Phonic mentoring is used effectively to ensure children keep up, not catch up</p> <p>Dedicated time for teaching assistants to listen to children read 1-1 to develop fluency and prosody (<i>Fluency is the bridge between decoding and comprehension</i>) Children grouped based on need i.e. priority readers 4 times per week</p>	<p><b>SDP 2024 2025</b></p> <p><i>A revised approach to phonics to ensure we are at least in line with national</i></p>	<p><b>Evidence from EEF:</b> +5months</p>	2,6
Explicit teaching of reading comprehension strategies through high quality texts	<p><b>SDP 2023 2024</b></p> <p><i>A robust approach to the teaching of reading comprehension in Year 1</i></p> <p><i>Develop a pedagogical approach within the Heathfield Everyone reads model to ensure children are 'actively reading'</i></p> <p><i>Everyone reads model to enable children to identify and explain how 'Language choices' enhance the meaning</i></p>	<p><b>Evidence from EEF:</b> Reading comprehension strategies +6months</p>	2,6

	<p><b>SDP 2024 2025</b></p> <p>Teachers and Teaching assistants develop children's reading fluency effectively; we can measure the impact of this</p> <p>Children talk enthusiastically about their genuine enjoyment of reading, talking confidently about a range of books and authors</p> <p><b>SDP 2025 2026</b></p> <p>Effective implementation of strategies to enable children to accurately summarise the text they are reading – understanding the <i>gist</i>.</p>		
<p>Maths Hub – Teaching of Mastery</p> <p>Maths leader is a 'Primary Maths specialist' delivering Maths Professional Development</p>	<p><b>SDP 2023 2024</b></p> <p>Heathfield approach to Reasoning and problem solving</p> <p><b>SDP 2024 2025</b></p> <p>LBQ is being used effectively to support with adaptive teaching and additional practice</p> <p>Developing EY and KS1 children's automaticity of number facts</p> <p><b>SDP 2025 2026</b></p> <p>Refine Maths small steps to support teachers in breaking down learning into even smaller steps</p> <p>Year 3 Maths Masters</p>	<p><b>Evidence from EEF:</b></p> <p>Mastery +5months</p>	2,6
<p>Two experienced teachers + Level 3 TA based in Year 6 to deliver the same curriculum yet personalise the teaching sequence to meet the needs of all children in Year 6</p> <p>Smaller Maths and Reading groups with a focus on 'keep up not catch up'</p>	<p><b>Ongoing – see End of KS2 data for impact</b></p>	<p><b>Evidence from EEF:</b></p> <p>Targeted diagnostic assessment</p> <p>Reducing class size +3months</p> <p>Within class attainment grouping +3months</p>	2,6

PiXL intervention approach – DTTR (Diagnose, teach, test and Revisit)		Small group tuition +4months  One to lone tuition +5months	
4 days per week for Reading, Two experienced teachers based in Year 2 to deliver the same curriculum yet personalised the teaching sequence to meet the needs of all children in Year 2. This is for 2024 2025 only as this cohort had extremely low starting points. The class has made good progress in Year 1 but this needs to be accelerated.	<b>Data increased from end of Year 1 27% ARE to 70% ARE by end of Year 2</b>	<b>Evidence from EEF:</b>  Targeted diagnostic assessment  Reducing class size +3months  Within class attainment grouping +3months  Small group tuition +4months	2,6
Purchase of PiXL resources to support with the teaching of Reading, Maths, SPAG. It will allow staff to identify forensically and efficiently what areas are a concern, which children have the gaps, teach and then revisit to ensure the gaps have been addressed. In summary, Diagnose, Teach, Test, Revisit (Assessment for learning through pre assessments' quality first teaching)	<b>ONGOING</b>	<b>Evidence from EEF:</b>  Targeted diagnostic assessment	2,6
Teaching Assistant (Level 3) released to implement our 'Commando Joe' mission based character curriculum (Heathfield Heart) Funded through Sports Premium.  <i>This has changed to competitive curriculum academic year 2025 2026</i>	<b>SDP 2025 2026</b>  <i>The PE curriculum is expertly developed and ambitious to ensure we meet the demands of the national curriculum and competitive sports.</i>	<b>Evidence from EEF:</b>  Sports participation +2months	2,3,4,5
Master Classes – providing bespoke CPD for staff to support subject knowledge, share good practice and teach in line with school policies  <i>Consistency is key; translating good to excellence</i>	<b>SDP 2023 2024</b>  <b>SDP 2024 2025</b>  <b>SDP 2025 2026</b>  <b>(See development schedules)</b>	<b>Evidence from EEF:</b>  The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	2

Working alongside the Science hub to support with science curriculum development and science pedagogy (Professional development)	<b>SDP 2024 2025</b> <i>Refine the SCIECNE curriculum to further support teachers in the effective implementation of knowledge and skills</i>	<b>Evidence from EEF:</b> The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	2
Additional Woodbridge sessions for bespoke support and development and to support with evidence gathering for EHCP applications to ensure we can meet the needs of our children	<b>ONGOING</b>	<b>Evidence from EEF:</b> Teaching Assistant interventions + 4months  Social and emotional teaching +4months	2,5,6
Teaching assistants to:  Implement NELI (Nutfield Early Language Intervention) into Reception class  Deliver SALT programmes provided by specialists  Buy and implement the Chatty toolbox  to ensure children's communication and language keeps up with age related expectations	<b>ONGOING</b>	<b>Evidence from EEF:</b>  NELI +3months  Oral Language interventions +6months	2,3,6
External support and challenge to drive school improvement (Collette Mather SIP, Sarah Quinn (EY), Triad SIP model, Maddy Barnes, Science hub)	<b>ONGOING</b>	<b>Evidence from EEF:</b>  Supporting high quality teaching is pivotal in improving children's outcomes.	2

## TARGETTED ACADEMIC SUPPORT

ACTIVITY	SCHOOL DEVELOPMENT PLAN LINK	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
Purchase of Century for Years 5 and 6 homework (Personalised approach based on AI)	<b>ONGOING</b>	<b>Evidence from EEF:</b>  Homework +5months	2,6

		Individualised instruction +4months  Positive impact of technology																																											
Non class based SENDCO (2 days)  Additional SENCO time from September 2024 – December 2024  (Three days SENCO)	<p><b>SDP 2023 2024</b></p> <p><i>Holistic knowledge and understanding of the needs of ALL children</i></p> <p><i>Implementation of adaptive teaching strategies</i></p> <p><i>An effective assessment system to measure the progress made by SEND in R,W,M</i></p> <p><i>High quality teaching is complemented with carefully selected interventions that have measurable impact</i></p> <p><b>SDP 2024 2025</b></p> <p><i>The Heathfield curriculum is adapted for some children with SEND so they have the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life.</i></p> <p><b>SDP 2025 2026</b></p> <p><i>Teachers further ownership of planning to meet the needs of children with EHCPs</i></p> <p><i>Individualised learning for the lowest 10%</i></p> <p><i>Accurate assessment of SEND children</i></p> <p><i>Provision mapping</i></p>		2,6																																										
Heathfield 'Recovery' teacher employed to deliver targeted intervention to Year 6 in Reading and Maths (using Pixl intervention approach – DTTR)  January 2025 – June 2025	<p><b>DATA:</b></p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Percentage of children achieving expected standard of Heathfield</th> <th>Percentage of children achieving expected standard Nationally</th> <th>Percentage of pupils achieving high level of attainment of Heathfield</th> <th>Percentage of pupils achieving high level of attainment Nationally</th> <th>Average Scaled Score Heathfield</th> <th>Average Scaled Score nationally</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>54%</td> <td>34%</td> <td>10%</td> <td>100</td> <td>105</td> </tr> <tr> <td>Writing</td> <td>84%</td> <td>72%</td> <td>14%</td> <td>16%</td> <td>107</td> <td>105</td> </tr> <tr> <td>Maths</td> <td>87%</td> <td>74%</td> <td>50%</td> <td>26%</td> <td>107</td> <td>105</td> </tr> <tr> <td>Reading, Writing and Maths (Combined)</td> <td>75%</td> <td>62%</td> <td>13%</td> <td>8%</td> <td>107</td> <td>105</td> </tr> <tr> <td>Grammar, Punctuation and Spelling</td> <td>64%</td> <td>73%</td> <td>53%</td> <td>30%</td> <td>110</td> <td>105</td> </tr> </tbody> </table>	Subject	Percentage of children achieving expected standard of Heathfield	Percentage of children achieving expected standard Nationally	Percentage of pupils achieving high level of attainment of Heathfield	Percentage of pupils achieving high level of attainment Nationally	Average Scaled Score Heathfield	Average Scaled Score nationally	Reading	70%	54%	34%	10%	100	105	Writing	84%	72%	14%	16%	107	105	Maths	87%	74%	50%	26%	107	105	Reading, Writing and Maths (Combined)	75%	62%	13%	8%	107	105	Grammar, Punctuation and Spelling	64%	73%	53%	30%	110	105	<p><b>Evidence from EEF:</b></p> <p>Targeted diagnostic assessment</p> <p>One to One tuition +5 months</p> <p>Individualised instruction +4months</p>	2
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Additional Woodbridge sessions for bespoke support and development and to support with evidence gathering for EHCP applications to ensure we can meet the needs of our children	<b>ONGOING</b>	<b>Evidence from EEF:</b> Teaching Assistant interventions +4months Social and emotional teaching +4months	2,5,6
Speech and Language Therapy Targeted Speech and Language through external agency	<b>ONGOING</b>	<b>Evidence from EEF:</b> Oral Language interventions +6months	3
Additional Educational Psychologist hours to enable swift assessment and diagnosis to meet children's needs	<b>ONGOING</b>	<b>Evidence from EEF:</b> Special educational needs in a mainstream school	6
Teaching assistants provide targeted and measureable interventions including working memory, gross and fine motor skills, phonics, reading fluency, timetable recall, number fluency,/NELI	<b>Ongoing</b>  <b>SDP 2024 2025</b>  <i>Teachers and Teaching assistants develop children's reading fluency effectively; we can measure the impact of this</i>	<b>Evidence from EEF:</b> Teaching Assistant interventions +4months	2
Teaching assistants to provide targeted support and intervention to children with EHCPs  (First £6000)  Not all costed through PPG but a proportion to meet the needs of children	<b>Ongoing</b>  <b>SDP 2023 2024</b>  <i>High quality teaching is complemented with carefully selected interventions that have measurable impact</i>	<b>Evidence from EEF:</b> Teaching Assistant interventions +4months	2,6

## WIDER STRATEGIES

ACTIVITY	SCHOOL DEVELOPMENT PLAN LINK	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
Year 6 children have a residential experience  (Board and Lodgings for PPG children - £113.50 per PPG child)	<b>ONGOING</b>	<b>Evidence from EEF:</b> Outdoor adventure +0months Physical activity +1month	4

<p>Experts/ Specialists invited into school to support with curriculum delivery including History workshops, specialist art teacher, specialist music teachers, dance teacher</p> <p>Increased music SLA to deliver a high quality music curriculum and CPD to staff</p> <p>Musical instrument lessons</p>	<p><b>ONGOING</b></p> <p><b>SDP 2023 2024</b></p> <p><i>History disciplinary knowledge Mapping and orienteering</i></p> <p><i>A finalised intent and effective implementation of the music curriculum</i></p> <p><b>SDP 2024 2025</b></p> <p><i>Refine the curriculum to further support teachers in the effective implementation of knowledge and skills</i></p> <p>Science PSHE Design and Technology Art</p> <p><b>SDP 2025 2026</b></p> <p><b><i>The ART curriculum is expertly designed so that all children develop secure, deep and fluent knowledge and skills.</i></b></p> <p><i>The PE curriculum is expertly developed and ambitious to ensure we meet the demands of the national curriculum and competitive sports</i></p>	<p><b>Evidence from EEF:</b></p> <p>Arts Participation +3months</p>	2,4
<p>Provide additional experiences to enrich the curriculum including musical instrument lessons, educational visits, buy into the local sport competition calendar, Science week, extracurricular clubs</p> <p>Overtime payments to teaching assistants delivering extra-curricular clubs</p>	<p><b>ONGOING</b></p>	<p><b>Evidence from EEF:</b></p> <p>Arts Participation +3months</p> <p>Sports participation +2months</p>	2,4
<p>Teaching assistant released to deliver weekly Commando Joe sessions as part of our Heathfield Heart curriculum. (Funded through Sports Premium)</p> <p><i>This has changed to competitive curriculum academic year 2025 2026</i></p>	<p><b>SDP 2025 2026</b></p> <p><i>The PE curriculum is expertly developed and ambitious to ensure we meet the demands of the national curriculum and competitive sports.</i></p>	<p><b>Evidence from EEF:</b></p> <p>Collaborative learning +5months</p>	2,4,5

Promote positive mental health and wellbeing through our Heathfield Heart Curriculum including daily mental health check in and wellbeing days.	ONGOING	Evidence from EEF: Social and emotional teaching +4months	5
Targeted nurture support provided by the Learning Mentor, attendance monitoring and actions	ONGOING		1,5

**Total budgeted cost:** £ 109,750 (Plus school budget)

## PART B: REVIEW OF OUTCOMES

### EXTERNALLY PROVIDED PROGRAMMES

PROGRAMME	PROVIDER
PiXL	The PiXL Club Ltd
TT Rockstars	Maths Circle
White Rose Maths	White Rose
NELI	Nuffield
Musical instrument lessons	Bolton music service
Chatty Toolbox	Chatty Toolbox
Century Education	Century