

Pupil premium strategy statement 2023-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Heighington CE Primary School
Number of pupils in school	248 (including Nursery from Sept 2024)
Proportion (%) of pupil premium eligible pupils	13% (32 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	10 th October 2023
Date on which it will be reviewed	Reviewed 24 th October 2024 Reviewed November 2025
Statement authorised by	Carly Stonier (Headteacher) and agreed by Academy Council (local GB)
Pupil premium lead	Carly Stonier
Governor / Trustee lead	Antony Piper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52, 177
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 52, 177

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. The pandemic and time spent away from school has further exacerbated this.

In order to plan how to spend the Pupil Premium to the best advantage of our children, we have analysed the impact of Pupil Premium funding last year to identify strengths and areas for development for each year group based on end of year outcomes and have drawn on research evidence (such as the EEF toolkit) and evidence from our experience to allocate the funding to activities that are most likely to have an impact on improving achievement.

This strategy plan runs alongside the School Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	80% of disadvantaged pupils in the current Year 4 cohort (September 2023) are working below the expected standard in Reading and Writing.
2	Although in most year groups, the majority of disadvantaged learners are working at the expected standard for their year groups in Reading, Writing and Maths, very small numbers (and in some year groups, none at all) are working at the higher standard.
3	Although persistent absence overall was in the lowest 20% of all schools again in 2022-23, persistent absence for pupils in receipt of free school meals was in the highest 20% of all schools (37%) with 14% (3 children) of these in the 'severely absent' category.
4	Despite our school location being well below average with regard to deprivation, our pupil base in this regard is moving closer to average. Some of our most vulnerable families are struggling to make sure that their children have a substantial breakfast before they come to school and are finding it difficult to fund educational visits (both day trips and residential trips) and enrichment activities such as music tuition, extra-curricular clubs etc. that are chargeable. This impacts not only on

	children's physical health and wellbeing but also on their emotional well-being, confidence and learning.
5 (*Added October 2024)	This September, we have lowered our age range from 4-11 years to 3-11 years and opened a pre-school class. The current EYFS curriculum is now being reviewed and updated to ensure that learning is sequential and builds knowledge and skills from 3-5 years.
6 (*Added November 2025)	Children in Upper Key Stage 2 (Y4-6) but particularly in the current Year 4 cohort, continue to find it hard to collaborate, to resolve conflict and to negotiate with each other. They find it difficult to cope with perceived failure and to be resilient.

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
Disadvantaged learners in the current Year 4 cohort make sustained progress and are 'secondary-ready' by the end of Year 6 (Summer 2026)	By the end of our current strategy plan, most children in the current Year 4 cohort will be working within the appropriate age-related expectations for Reading and Writing
All disadvantaged learners in the current Year 5 cohort are working at the expected standard in Reading by the end of Year 6	By the end of our current strategy plan, children working below ARE in Reading in Year 5 will make rapid and sustained progress to reach ARE by the end of Year 6
Oracy is embedded into the core curriculum offer and 'talk rich' approaches are used in all classrooms, enabling children to reason and critically examine ideas, confident to use appropriate and ambitious vocabulary and techniques.	By the end of our current strategy plan, increased numbers of disadvantaged learners in all year groups will be achieving beyond the expected standard in Reading, Writing and Maths
Disadvantaged learners attendance is in line with the attendance of non-disadvantaged learners.	By the end of our current strategy plan, identified children will attend school regularly and be on time for the start of the school day.
Improved engagement of vulnerable children by ensuring that they are prepared for the school day, are more able to form positive and meaningful relationships with their peers and have access to a wide variety of extra-curricular and cultural experiences.	By the end of our current strategy plan, identified vulnerable children will have improved stamina and engagement in their learning leading to measurable progress.
Learners struggling to access the curriculum due to difficulties in self-regulation and their ability to understand their feelings and emotions are better supported.	By the end of our current strategy plan, emotional learning strategies are successfully embedded and identified children are more able to self-regulate.

<p>Children in Early Years make sustained progress across Nursery and Reception and are well prepared for Key Stage 1.</p>	<p>By the end of our current strategy plan, there will be a sequential and progressive EYFS curriculum.</p>
<p>Children are able to effectively collaborate, resolve conflict and negotiate. They are more able to see themselves as part of a collective rather than prioritise their own needs and work together to achieve a shared goal.</p>	<p>By the end of the current plan, THRIVE and OPAL training will have taken place. Policies and procedures will have been updated to reflect these.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £30, 718

- CPD £2517 (Voice 21)
- CPD EYFS £195 (Helicopter Stories)
- Recruitment – £28, 066 TA1 (Band 4 SCP 6) on 37 hours per week

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 CPD	<p>The EEF toolkit highlights that, on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Research also highlights that approaches which support collaborative learning can improve outcomes by up to five months.</p>	1,2 and 3
EYFS language and creativity development training and resources (Helicopter Stories)	<p>EEF evidence suggests that communication and language approaches typically have a very high impact and increase young children's learning by seven months. Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p>	5
Recruitment of TA1 32 hours	<p>Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months'</p>	1,2, 3 and 5

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

Budgeted cost: £4152

- £1000 HLTA to run an hour session 5 times per week (Fresh Start)
- £1576 TA1 2.5 hours per week (Precision teaching)
- £1576 approx. TA1 2.5 hours per week (Talk Boost programme)

Activity	Evidence that supports this approach Taken from EEF Toolkit	Challenge number(s) addressed
Fresh start	Disadvantaged pupils with SEND have the greatest need for excellent teaching, complemented by quality targeted interventions 1:1 or in small groups. EEF findings suggest that small group tuition has an average impact of four months' additional progress over the course of a year.	2
Precision teaching		1, 2
Talk Boost (EYFS)	EEF evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Targeted interventions can improve outcomes by up to 6 months	5

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

Budgeted cost: £15, 000

- £2721 Durham Music Service,
- £2000 staffing for Drama Club,
- £1000 approx. Candles before and after-school club
- £500 approx. educational visits/uniform
- £2400 approx. THRIVE training costs

- £1500 cover costs for staff to attend training (£250 per day x 6 days).
- £1073 THRIVE online subscription
- £3000 approx. OPAL training and implementation support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Breakfast Club daily	The gov.uk report 'Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation' (2017) reports benefits to children's health and wellbeing, including supporting relationship building, as well as improvements to their engagement in learning.	1,2,4
Attendance officer support	Pupils have to be in school and able to pay attention before they can access learning. Attendance officer support involvement with families can help schools to better understand the reasons behind children's persistent absence and to offer support to the family with a view to improving attendance and avoiding punitive fines.	4
Provision of extra-curricular opportunities in Music and Drama	Evidence suggests that there is intrinsic value in ensuring that disadvantaged pupils have access to a rich and stimulating arts education. Impact can be seen in children's attitude to learning and increased wellbeing.	4
Provision of expert-led Music sessions in Nursery	Music in the Early Years Foundation Stage (EYFS) is a powerful, multi-sensory tool that drives holistic development, enhancing cognitive abilities, language acquisition, and motor skills while fostering emotional well-being and social connection. It aids routine management, builds confidence, and stimulates brain growth, making it an essential component of early education.	5
Training and implementation of the ELSA programme (2024-25)	Although evidence suggests that social and emotional learning can improve academic outcomes by up to 4 months, the EEF research also highlights wider impact on children's ability to self-regulate and, in turn, their access to the curriculum.	6
Training and implementation of the THRIVE programme (2025-26)		

Training and implementation of the OPAL programme (25-26)		
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Contingency fund to allow us to respond to individual or group need - £2000

Total budgeted cost: £ 52, 000 approx.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2024-25

Attainment

PP data 2024/25 (Teacher Assessment data)

Year group	Number of PP children	% of cohort	EXS/+ Reading	EXS/+ Writing	EXS/+ Maths
Rec	4/27	15%	100%	100%	100%
1	4/30	13%	75% (3/4)	75% (3/4)	75% (3/4)
2	2/30	6%	50% (1/2)	50% (1/2)	0% (0/2)
3	3/31	10%	33% (1/3)	33% (1/3)	33% (1/3)
4	7/38	18%	86% (6/7)	71% (5/7)	86% (6/7)
5	3/29	10%	0% (0/3)	0% (0/3)	67% (2/3)
6	4/36	11%	75% (3/4)	50% (2/4)	75% (3/4)

Statutory data:

Good level of development (EYFS):

Year group	Number of PP children	% achieving GLD	% achieving GLD in whole cohort
EYFS	4	100% (4/4)	89% (24/27)

Phonics Screening Check data:

Year group	Number of PP children	% meeting standard	% meeting standard in whole cohort
Year 1	4	75% (3/4)	90% (27/30)
Year 2 resits	1	100% (1/1)	100% (2/2)

Multiplication Tables Check data:

Year group	Number of PP children	% scoring 25/25	% of whole cohort scoring 25/25	Average score of PP children	Average score of whole cohort
Year 4	7/38	71% (5/7)	50%	24/25	23/25

EOKS2 test data:

Year group	Number of PP children	% of cohort	Test outcome Reading	Test outcome Maths
6	4/36	11%	2/4 AS 50% 1/4 GDS 25%	3/4 AS 75%

Attendance data:

During 24/25, persistent absence for disadvantaged pupils improved significantly, from 40% to 25%.