

Pupil premium strategy statement 2024-2027



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.

We are currently in the second year of this three-year statement.

School overview

Detail	Data
School name	Heron Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	75 – 19% (2024-2025) 71 – 18% (2025-2026)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 (Year 2 of the 3-year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Brookes, Headteacher
Pupil premium lead	Mrs Milsom, Assistant Headteacher
Governor / Trustee lead	Annie Watkins, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,989 (actual 25- 26) £57,960 (forecast 25-26) Total: £99,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,528 (from 2024 -25)
Total budget for this academic year	£116,477 (2025-2026)

Part A: Pupil premium strategy plan

Statement of intent

At Heron, our aim is to provide our pupils with skills and knowledge that is transferable. Our curriculum is broad, balanced, inclusive and relevant; it complies with the requirements of the national curriculum, provides access to a broad and rich vocabulary and meets the needs of all children whatever their ability, background or the challenges they may face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including continued progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to raise attainment for disadvantaged and non-disadvantaged pupils in our school.

This is achieved through the experience of a range of opportunities so that pupils have the potential to achieve and be the best they can. It is designed to: recognise children's prior learning; encourage independence; develop confident readers so that they can access all areas of the curriculum; provide first hand learning experiences; allow the children to develop interpersonal skills; build social and emotional resilience; and become creative, critical thinkers.

Our approach will be responsive to common challenges and individual needs, based on regular and effective assessment and taking into account the latest educational guidance and strategies. To ensure our approach is effective, we will:

- ensure high expectations of all pupils regarding attendance and punctuality
- ensure disadvantaged pupils are challenged in the work they are set
- ensure early intervention to address identified needs
- ensure regular monitoring of pupil outcomes
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent absentees</p> <p>Our data indicates that attendance among disadvantaged pupils is lower than for our non-disadvantaged pupils. 50% of our disadvantaged pupils appear on our persistent absentee data (within the 2024-2025 academic year).</p>
2	<p>Access to a broad and rich vocabulary</p> <p>Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils have a narrower vocabulary than their peers. This impacts negatively on their development as readers and learners across the curriculum.</p>
3	<p>Increase in social/ emotional issues</p> <p>Our assessments, observations and discussions with pupils, families and staff have identified an increase in social and emotional issues for many pupils. The increase in teacher referrals for support from our ELSA and Family Support Worker would suggest there is a greater need across the school for social and emotional support and building emotional resilience.</p> <p>30 pupils (12 of whom are disadvantaged) received additional support from our Emotional Literacy Support Assistant (data from 2024-2025). Our school is continuing to work alongside Young Minds Matter.</p>
4	<p>Writing</p> <p>Assessments show 59% of our Pupil Premium pupils (Y1-Y6) being assessed below age-related expectations (2024-2025), indicated that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
5	<p>Parental and community engagement</p> <p>Observations and results from parent/carer surveys indicate we need to do more to encourage parental and community engagement across the school, by strengthening our links within the wider community. This will be especially beneficial as by involving parents and carers it should then in turn support their children's academic learning and wellbeing.</p>

Intended outcomes

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

Intended outcome	Success criteria
To improve oral language skills and vocabulary among pupils, including disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other evidence sources e.g. engagement in lessons, book scrutiny, pupil conferences and ongoing formative assessment.
To achieve and sustain improved reading and writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> KS1 reading and writing outcomes in 2026/2027 show that more than 75% of disadvantaged pupils met the expected standard. KS2 reading and writing outcomes in 2026/2027 show that more than 80% of disadvantaged pupils met the expected standard. There should be significant improvement towards this figure in the interim years. High-quality teaching across all year groups. This will be evident when triangulated with other sources of evidence, including book scrutiny and learning walks. Reading approaches have been shared with parents and carers; with them being encouraged to support their child's reading at home. The gap between disadvantaged children and their peers will reduce. Data will be collected from Accelerated Reader scores, phonics screening checks and writing moderations. Pupil conference will identify areas where reading for pleasure could be promoted further.
To ensure Pupil Premium children receive appropriate additional support	<ul style="list-style-type: none"> All identified children will be receiving appropriate intervention. Interventions and their effectiveness are discussed with the Senior Leadership Team and the relevant staff in pupil progress meetings every term (3x a year). SEND plans are reviewed every term by teaching staff and the SENCO and they are shared with parents. These plans ensure children (and families) are accessing the right level of support in line with the progress they are making or challenges they face. Intervention strategies will demonstrate that children are making progress. On SEND plans,

	the number of 'achieved' objectives will increase.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice (including wellbeing survey), parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • families are aware of what support is available <p>Our Family Support Worker creates strong links with the families where everyone is working together to ensure persistent absence is reduced.</p> <p>During 2025-2026, Forest School sessions to be put in place for a number of disadvantaged pupils across the school. The sessions will aim to increase holistic growth, supported risk taking and develop confidence.</p> <p>During 2025-2026, new mentor system to be introduced across the school. Disadvantaged pupils to have an adult mentor to provide regular check-ins.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/2027 will be demonstrated by:</p> <ul style="list-style-type: none"> • Year on year reduction in the overall unauthorised absence rate for all pupils • the percentage of disadvantaged pupils who are persistently absent reducing year on year. <p>Staff are more aware of strategies to promote good attendance and this is evident in them providing early support to children and families.</p>
To improve community links, including parent and carer footfall	<p>Improved community and stakeholder engagement will be demonstrated by:</p> <ul style="list-style-type: none"> • Increased opportunities for parents to come into school • Increased opportunities for whole-school events • Effective use of electronic communication to strengthen home-school links (e.g. Dojo) • Increased community links across different aspects of the school curriculum • Positive feedback from stakeholders through surveys

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,528 (2025-2026), £75,000 (2024-2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use (and ensure all staff trained) DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)</p>	2, 4
<p>Embedding dialogic activities across the school curriculum. These will aim to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund staff training, purchases resources and release time.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 4
<p>Facilitate whole-school training on the positive impact of feedback</p>	<p>When implemented effectively meaningful feedback can support pupil progress, addresses misunderstandings and can diminish the difference in pupil outcomes. Feedback EEF</p>	2, 4

Ensure quality-first teaching through pupil conferencing, lesson observations, staff feedback and pupil progress meetings	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium See above: Feedback EEF	2, 4
Consistent approach to reading throughout the school e.g. Vipers, reading books related to phonic phases in KS1 and accelerated reading (AR) in KS2.	Reading comprehension strategies can have a high impact on progress, but it is important for many pupils that these strategies are taught explicitly and consistently. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 4

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

Budgeted cost: £13,952 (2025-2026) £9937 (2024-2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus group work for children identified at working below Age Related Expectations	Teaching assistant's duties can provide a large positive impact on learner outcomes when deployed effectively. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.	2, 4

	Phonics EEF (educationendowmentfoundation.org.uk)	
Subscription purchases for educational resources (e.g. Accelerated Reader, Widget) to ensure appropriate adaptations for pupils.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF blog: Five-a-day for pupils with SEND – a cluster of... EEF	2, 4

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

Budgeted cost: £42,298 (2025-2026) £38,089 (2024-2025)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and includes the recent appointment and further training of our attendance officer to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting school attendance EEF</p>	1
<p>The Learning Mentor and Family Support Worker working alongside one another to provide 1:1 support for families and pupils. This will also allow pupils to have access to nurture and</p>	<p>Self-regulation approaches include teaching and supporting pupils to think about their own learning explicitly. There is some evidence that disadvantaged pupils are less likely to use self-regulatory strategies without being explicitly taught these strategies.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 3

<p>intervention groups, with a focus on social and emotional resilience.</p>	<p>Behaviour interventions seek to reduce attainment by reducing negative behaviours in school which can disrupt learning.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional interventions seek to improve pupils' decision-making skills, interactions with others and self-management of their emotions.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Continue to further promote parental engagement through:</p> <ul style="list-style-type: none"> • Parent workshops • Whole-school events • Electronic communication 	<p>Parental engagement has a positive impact and can improve pupil outcomes.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>5 (plus 1, 2, 3, 4)</p>
<p>Continue to improve pupil's overall health and well-being and resilience.</p> <ul style="list-style-type: none"> • OPAL project • Forest School • Active 15 • PE Lessons • Swimming 	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Research shows that play contributes to children's physical and emotional health, well-being, approach to learning and enjoyment of school. Given the importance of play in children's lives and current concerns about children's health and opportunity to access time and space to initiate their own play outdoors, there are considerable benefits for children, parents, school and the wider community from participating in OPAL's programme.</p> <p>https://outdoorplayandlearning.org.uk/research-and-evidence/</p> <p>During 2025-2026, Forest School sessions to be put in place for a number of disadvantaged pupils across the school. The sessions will aim to increase holistic growth, supported risk taking and develop confidence.</p>	<p>3</p>

	https://forestschoolassociation.org/what-is-forest-school/	
Continue to develop 'calm corners' in classrooms and our Wellbeing curriculum to aid self-regulation skills such as sharing and expressing emotions and encouraging pupils to behave in socially acceptable ways (e.g. sharing/taking turns)	<p>This learning refers to the process through which children learn to understand manage emotions, feel and show empathy for others and establish (and maintain) positive relationships.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3
<p>Children have the opportunity to participate in a variety of enrichment activities, including trips, visits, clubs, music lessons and WOW curriculum days.</p> <p>The School Business Manager will ensure that financial restraints are not a barrier to children accessing activities.</p>	<p>Outdoor Adventure Learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participating in challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop skills such as resilience and self-confidence.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Participation in artistic and creative activities, such as dance, drama, music, painting or sculpture can have a positive impact on academic outcomes as well as wider benefits such as positive attitudes to learning and increased well-being.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	3

Total budgeted cost: £116, 477 (2025-2026), £123,026 (2024-2025)

Part B: Review of previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our internal assessments during 2024-2025 showed that the performance of disadvantaged pupils was lower than that of their non-disadvantaged peers in reading and writing. This continues to be the primary reason for the inclusion of a writing and reading target in our Pupil Premium statement. In 2024-2025, 75% of non-disadvantaged pupils (292 pupils) in Y1 – Y6 achieved age-related expectations or above in reading whereas 54% of pupils (68 pupils) in receipt of pupil premium achieved age-related expectations or above. In writing, 71% of non-disadvantaged pupils (292 pupils) in Y1- Y6 achieved age-related expectations or above, whereas 41% of pupils (68 pupils) in receipt of pupil premium achieved age-related expectations.

Our senior leadership team are working closely with staff and subject leaders to ensure our curriculum is closely monitored to ensure high-quality provision for all pupils, and where appropriate specific intervention for those working below age-related expectations.

During the year 2024-2025, our attendance data demonstrated that whole-school attendance was stable at 94.12%. This is above the national average where data shows that the attendance rate across the academic year 2024/25 was 93.1%.

12% (50 pupils) of our pupils feature on our persistent absentee list (less than 90% attendance). This percentage has decreased from the previous year where 16% of our pupils featured on our persistent absentee list in 2023/24. Within 2024-2025, 50% (25 pupils) of pupils on the persistent absentee list were pupils in receipt of pupil premium. In June 2024, we employed an attendance officer and we are continuing to work with families to address attendance concerns as attendance continues to be a barrier to learning for many of our disadvantaged pupils.

During the academic year 2024-2025, 30 pupils (including 12 pupils in receipt of pupil premium) received support from our ELSA (Emotional Literacy Support Assistant) trained member of staff. Our school also continues to work with Young Minds Matter (previously known as the Trailblazer Programme) to improve our mental health offer for pupils. In June 2024, the school achieved the 'Mental Health Champion' award, which focuses on the school providing high quality provision to support the mental health and wellbeing of the school community.