



Pupil Premium Strategy statement

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 impact of the funding used to support disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 (current year) 2025-2026
Date this statement was published	December 2023
Date this statement was last reviewed	January 2025
Statement authorised by	Hayley Harrison, Headteacher
Pupil Premium lead	Hayley Harrison
Governor / Trustee lead	Anne Bajorek, Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,720
National Tutoring Programme Funding	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,720

Part A: Pupil premium strategy plan

Statement of intent

At The Heights Primary, we believe that all pupils, irrespective of their background or the challenges they face, should have the opportunity to thrive, make good progress across all subject areas and fulfil their potential. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our objectives are:

- For disadvantaged pupils to make, or exceed the expected standard of progress, in line with their peers. We recognise that for some of our disadvantaged pupils, a SEND barrier may also be present. Where this is the case, we will strive to identify the need early and put appropriate support and strategies in place to minimize the impact of this need on their learning and progress.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

In order to achieve our objectives we will:

- Deliver high quality first teaching , which meets the needs of all pupils
- Ensure disadvantaged pupils are challenged in the work that they're set
- Regularly review the progress of pupils to ensure that they are making expected progress
- Offer timely and appropriate therapeutic SEMH support
- Offer and facilitate pupils' access to a wide range of curriculum enhancing and enriching experiences and opportunities.
- Continue to work in close partnership with parents to identify, monitor and support their child's needs.

We will continue to work in close partnership with parents, carefully assessing and monitoring our disadvantaged pupils to accurately identify attainment levels. If there are barriers to learning we will work together to address and overcome them.

We recognise that not all pupils in receipt of 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 give careful consideration to the specific needs of all our children and how the Pupil Premium Grant can be best used to support them as needed, to access a wide range of enriching experiences and achieve highly.

Challenges

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

Challenge number	Detail of challenge
1	Our observations over the past few years is that many of our youngest pupils, particularly those who may be disadvantaged, have underdeveloped/delayed language and communication skills & gaps in their vocabulary. This has been heightened by the impact of the Covid-19 pandemic and further impacted by limited or delayed access to specialist support services prior to starting school.
2	Some of our disadvantaged pupils do not widely read for pleasure and may not have the same access to a wide range of books at home.
3	Formative and summative assessments indicate that Writing attainment among a number of our disadvantaged pupils, particularly those with SEND, is below that of non-disadvantaged pupils
4	Some of our disadvantaged pupils may not have the same opportunities as their peers, to participate in a wide range of curriculum enhancing experiences, such as trips or extra-curricular clubs/lessons. This has an impact on their opportunities to broaden their social experiences and opportunities to develop different interests, skills and strengths.

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
Improved speech, language and communication skills in the EYFS and KS1 with pupils developing their vocabulary and understanding. Improved oracy skills of pupils throughout the school and greater confidence to use these in a range of situations and for different audiences.	All PPG children to meet the ELG for communication and language at the end of the EYFS. PPG children to pass the phonics screening test. PPG children to confidently participate, present and perform to different audiences throughout the year, including in assemblies, debates, to parents & in the end of Yr 6 musical production.
Narrow the attainment gap between PPG pupils and their peers in phonics and reading across all year groups	All PPG children to meet the ELG for communication and language at the end of the EYFS.

	PPG children to pass the phonics screening test. All PPG pupils to achieve expected level of reading by the end of KS2
Narrow the attainment gap in Writing across KS1 and KS2	Increased number of PPG children reaching the expected levels in writing. An increased number of PPG children achieving expected combined levels in R, W & M.
PPG pupils to develop different interests and strengths, in line with our Challenge and Achievement for All Policy, by participating in a range of different enrichment activities.	PPG pupils to participate in at least one extra curricular club each week. All PPG pupils to participate in inter-school sports festivals All PPG pupils (Yrs 4-6), to be invited to join Toastie Club All PPG pupils to continue to attend all trips and residentials

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: £5,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy skills to be taught explicitly in all years through the school. Wide range of different opportunities to be available throughout the school for pupils to develop their oracy skills.	EEF Impact of School Closures on Social Skills in KS1	1,2,4
Updated training for all staff (teachers and TAs) in Twinkl phonics and early reading	EEF phonics DFE Early Reading Framework	1,2

Access to continuous provision in the autumn term of Year 1 to support early skills for learning and communication and language	Collaborative learning Improving Literacy in in KS1 EEF Play Based Learning	1,2,4
Library to be developed and resourced, so that it is welcoming, inviting & promotes a love of reading.	EEF Literacy in Early Years EEF Improving Literacy in KS1 EEF Improving Literacy in KS2	1,2,3,4
Purchase of additional books for the library – to engage and interest the children. Purchase of books, including audio books, for specific PPG pupils to take home to read/listen to.	EEF Literacy in Early Years EEF Improving Literacy in KS1 EEF Improving Literacy in KS2	1,2,3,4
Staff sessions on Moderation of Writing	EEF Improving Literacy	

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

Budgeted cost: £ 6,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions with a qualified teacher	EEF small group tuition	1,2,3,4,5
1:1 reading support sessions	EEF Improving Literacy – KS1 EEF Improving Literacy – KS2	1,2,3,4,5
Before school booster sessions run by Yr 6 teachers in Maths and Writing	EEF Improving Literacy – KS2 EEF Improving Mathematics in KS2	1,2,3,4,5

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

Budgeted cost: £ 18,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment club subsidies: All PPG pupils have priority access to all clubs School trips paid for in full	EEF Arts Participation EEF Physical Activity	1,3,5
Residential trip to Skern Lodge in Year 6: Free for PPG families	EEF Outdoor Learning EEF Impact of Educational Visits on Writing	1,3,4,5
PPG pupils have access to weekly Canine Assisted Learning sessions	EEF Social and Emotional Learning	1,3,5
PPG pupils have access to Art Expression Sessions	EEF Social and Emotional Learning	1,3,5
Implementation of Zones of Regulation	EEF Metacognition and Self Regulation	1,3,5
Sensory Circuits at the beginning of the day	EEF Physical Activity EEF Metacognition and Self Regulation	1,3,5

Total budgeted cost: £ 30,720

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium strategy and activities had on pupils in the 2023 to 2024 academic year.

Attendance:

Overall PPG attendance - excellent: **98.2%**

Pupil Outcomes:

Majority of PPG pupils, without SEND achieved at least ARE across all subjects. Strong progress from starting points was made by all pupils. Reading was a strength.

Educational Visits & enrichment experiences: PPG pupils participated in a wide range of clubs each term, some of which included tennis, football, athletics, volleyball cookery club & musical theatre.

All PPG pupils in all Year groups, attended class trips and educational visits, including the week long Year 6 Residential and 2 day, Outdoor Ed Year 4 trip. PPG pupils in Year 3-6 also participated in swimming lessons in term 6.