

Pupil premium strategy statement – Heron Park Primary Academy

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	42.6%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Helen Crees (HT)
Pupil premium lead	Jo Richardson (DHT)
Governor / Trustee lead	Stewart Ashworth (LAB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,143
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£191,143

Part A: Pupil premium strategy plan

Statement of intent

Heron Park Primary Academy ultimately have a desire for all children, irrespective of their background or the challenges they face, to make progress and for disadvantaged children to make accelerated progress wherever possible to close the gap between them and those non-disadvantaged.

Data is being collected regularly and scrutinised to ensure the most support is put in place where needed. All staff are included in this to enable them to take ownership of their children and understand the impact of their teaching.

Interventions run daily for reading across KS1 and in KS2 where children still have phonics gaps. External and internal support is being utilised to ensure all staff are equipped with the tools to deliver high quality teaching and interventions.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In order to make sustained changes we strive to improve attendance at Heron Park; utilising new initiatives, scrutinising data and working closely with our families.

Challenges

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

Challenge number	Detail of challenge
1	<p>Rapidly accelerate outcomes in reading.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class last year, 89% of our disadvantaged pupils arrive below age-related expectations in Word Reading compared to 77% of other pupils. This gap remains significant to the end of KS2.</p>
2	<p>Rapidly accelerate outcomes in Maths.</p>

	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last year, between 84% of our disadvantaged pupils arrive below age-related expectations for their Maths knowledge compared to 85% of other pupils. In other years the gap between advantaged and dis-advantaged is much greater.</p>
3	<p>Continue to improve pupil attendance so that children consistently attend school and reach ambitious targets set.</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils.</p>
4	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 33 pupils (27 of whom are disadvantaged) currently require additional support with social and emotional needs, with 17 (12 of whom are disadvantaged) receiving small group interventions.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>KS1 Phonics Screening increased to 79% for disadvantaged.</p> <p>KS2 reading outcomes in 2025/26 show that more than 89% of disadvantaged pupils met the expected standard.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 89% of disadvantaged pupils met the expected standard.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in allegations of bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1%. <p>The percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</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

Budgeted cost: £57,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Enhancement of our maths teaching and curriculum planning in	The EEF guidance is based on a range of the best available evidence:	2

<p>line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p>	
<p>Administration of standardised diagnostic assessments.</p> <p>No More Marking for Writing assessments.</p> <p>Smartgrade written papers for Reading and Maths</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p>

Targeted academic support

Budgeted cost: £79,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching of Read Write Inc (RWI) phonics programme. Training provided by RWI lead and from Trust support and coaching from lead RWI teacher in school.</p> <p>New staff delivering</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1</p>

RWI to receive training for this.		
Speech and Language intervention across the school	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	4
Sensory circuits and Jump Ahead skills run through a class based approach called Wake up and Shake Up.	<p>Although there is little solid evidence to show the impact of these two interventions they are widely talked about as supporting children to help focus for learning and improve fine and gross motor skills.</p> <p>https://www.eastsussexchildren.nhs.uk/motor-skills/ https://www.eastsussexchildren.nhs.uk/sensory-processing/</p>	4
Lego therapy, bucket time and Busy Box (Attention Autism) interventions enable highlighted children to enhance their motor skills and their concentration skills.	<p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8228619/</p> <p><i>'The results showed a significant effect of LEGO therapy on social engagement and frequency of social initiations, responses and positive social behaviours for five out of six participants.'</i></p> <p>https://www.beyondautism.org.uk/wp-content/uploads/2020/09/The-impact-of-Attention-Autism-.pdf</p> <p><i>'... improved joint attention has better enabled his access to learning.'</i></p>	4
RWI 1:1 tutoring for bottom 20% at least to provide opportunity for rapid progress.	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1 4 5
Specific vocabulary is highlighted in every lesson to extend	<p>Closing the vocabulary gap – Alex Quigley</p> <p>EEF</p>	1 4 5

<p>ALL children's understanding of words and develop oracy.</p> <p>Emotive Language KS1 and KS2 word of the week. Introduced and explained.</p>	<p>VOCABULARY IN ACTION Classroom strategies for vocabulary and language</p> <p>https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers</p>	
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Wider strategies

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer and SLT (DHT) supports children and families to improve attendance in school.</p> <p>Support from County TAS team.</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Utilising and analysing specific data to ensure everything is being done to improve attendance and support families to achieve this.</p>	<p>DFE guidance informed by schools data.</p> <p>https://educationendowmentfoundation.org.uk/education-on-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	3
Breakfast club places and	D of E research report	5

classroom cereal offered to ensure all children have eaten at the start of the day.	https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation of Breakfast Clubs - Final Report.pdf	
Instrument lessons and sports clubs provided for some children to enable them to access extra-curricular opportunities	https://www.itv.com/news/2023-11-17/is-learning-music-or-an-instrument-becoming-a-hobby-only-for-the-rich	5
Counselling and Family Keyworkers in place to support children and their wider family.	<p>Our offer of support for families and children is wide and the demand for it is ever growing to support the mental health of both our children and their carers.</p> <p>https://www.place2be.org.uk/about-us/news-and-blogs/2021/may/new-research-paper-longer-term-effects-of-school-based-counselling-in-uk-primary-schools/</p> <p>https://link.springer.com/article/10.1007/s00787-021-01802-w</p>	5

Total budgeted cost: £191,143

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 2025 Results show a variance of gap between disadvantaged and non-disadvantaged

	Disadvantaged	Non-Disadvantaged	Gap
EYFS	50%	78%	38%
Year 1 - Phonics	80%	71%	+9%
Year 2 – Phonics retakes	29%	42%	13%
Year 2 - Reading	54%	88%	36%
Year 2 - Writing	54%	71%	17%
Year 2 - Maths	46%	82%	36%
Year 6 - Reading	48%	64%	16%
Year 6 - Writing	75%	70%	5%
Year 6 - Maths	39%	60%	21%
Year 6 - RWM	34%	50%	16%

Attendance 2022 2023 disadvantaged 90.8% Non-Disadvantaged 94%

Attendance 2023 2024 disadvantaged 91.1% Non-Disadvantaged 93.8%

Attendance 2024 2025 disadvantaged 90.9% Non-Disadvantaged 94.8%

The previous pupil premium strategy looked to improve outcomes for phonics which has steadily increased...

2021 2022 53%

2022 2023 71%

2023 2024 80%

2024 2025 75%

Reading was also a focus throughout the school

<p>KS2 ...</p> <p>2022 2023 37%</p> <p>2023 2024 54%</p> <p>2024 2025 55%</p> <p>Writing was also a focus of the plan and outcomes are steadily increasing for all pupils</p> <p>KS2 ...</p> <p>2022 2023 69%</p> <p>2023 2024 72%</p> <p>2024 2025 73%</p> <p>Maths was a focus (and still is)</p> <p>KS2 ...</p> <p>2022 2023 39%</p> <p>2023 2024 49%</p> <p>2024 2025 48%</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.