

Pupil premium strategy statement – Heather Avenue Infant School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	115
Proportion (%) of pupil premium eligible pupils	17%
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)	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Stacey Coleman
Pupil premium lead	Ruth Lilley
Governor / Trustee lead	Peter Balcombe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	-
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>	£34,040

Part A: Pupil premium strategy plan

Statement of intent

At Heather Avenue Infant School, we strive to diminish gaps in attainment and progress through consistently using high-quality teaching, targeted academic support and wider, carefully chosen strategies.

We aim for all our disadvantaged pupils to make excellent progress and achieve at least as well as all pupils nationally. We believe that all our children should be given the right support, at the right time, to afford them the same opportunities and life chances as their peers, in particular to enable them to move into the next phase of their education with strong foundations for their adult lives.

We know that building strong and effective relationships with our children and families enables us to identify their needs and put into place the most comprehensive research-based actions to support in meeting these.

We have a vigorous focus on ensuring that all our children learn to read prior to leaving our school, and that our children develop a wide vocabulary, enabled through a love of reading and a focus on learning the meaning of words. Children are supported in their speaking and listening skills enabling a sound level of communication for all. We work hard to ensure that all children leave our school with a secure base in mathematical knowledge and understanding. Through our focus on personal, social and emotional development we continually work to ensure that each and every child has a strong moral compass, this is reflected in our school vision 'Preparing Children for a Bright Future in a Changing World'.

Our pupil premium funding supports our children through providing additional support and additional opportunities, enabling children to keep up with their learning and accelerate learning. In the past the actions taken to support our children have included;

- High quality phonics training/provision
- Phonics intervention training/provision
- Provision of quality texts for sharing
- Wellcomm assessment leading to additional support for speaking and listening taking into account input from our speech and language therapist via specific targeted intervention for children
- Pupil progress packs to support areas of need
- English as an Additional Language (EAL) training to support learners
- Breakfast club /After School club provision
- Nurture provision
- Aspirational activities
- Parent Support Advisor (PSA) time

Challenges

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

Challenge number	Detail of challenge
1	On-entry teacher assessments show that children enter school with difficulties linked to social interactions such as listening and attention and low levels of communication - speech and language. Wellcomm data shows that 45% of our Reception children have levels below expected for speech and language on entry to the academic year 2024/25. For our pupil premium Reception children, this number increases to 67% below expected.
2	On-entry teacher assessments show that children have lower levels of personal, social and emotional development. Demonstrating low levels of resilience, independence and ability to play with others cooperatively.
3	On-entry teacher assessments show that children need greater support with physical development, both gross and fine motor skills. Pupil voice further identifies that children find number and letter formation an area of challenge.
4	Year 1 data shows that children will require additional support and practice time to reach expected standards in phonics. Pupil voice identifies that children find maths and in particular, number work tricky.
5	Year 2 data shows that children will require greater support for gaining greater depth in their reading, writing and maths. Pupil voice identifies that children find that maths is harder in Year 2 and that it involves more independent thinking which is sometimes hard. With reading and writing they find reading and spelling longer words an area of challenge; thinking independently as they write sentences can also be tricky.
6	Attendance data shows that our Pupil premium children have lower attendance when compared to other groups of children, end of 23/24 showed that pupil premium children had attendance of 89.8% whilst whole school attendance was at 93.6% Persistent absence was at 30.8% for our pupil premium pupils whilst the rest of the school was at 17.4%

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
Children in the EYFS show improved communication skills enabling effective listening and attention, speech and language.	Wellcomm data shows that 67% (two pupils) of EYFS pupil premium children are not at age related expectations. All these children will make progress from starting points, reaching the expected standard on the Wellcomm assessment. Children attain 'Good Level of Development' at the end of Early Years Foundation stage.

<p>Children in the EYFS show increased personal, social and emotional development via increased levels of resilience, independence and ability to play with others cooperatively.</p>	<p>Observations of children in EYFS show that all children demonstrate:</p> <ul style="list-style-type: none"> • higher levels of resilience, requiring less adult support for basic tasks • higher levels of independence • greater ability to play cooperatively and converse in conversations successfully <p>Children attain 'Good Level of Development' at the end of the Early Years Foundation stage.</p>
<p>Children show a good level of physical development with increased gross and fine motor skills.</p>	<p>Observations of children at play and small group support show an improvement in:</p> <ul style="list-style-type: none"> • their use of gross motor skills • their use of fine motor skills for craft and writing <p>Children report that this is an area in which they feel confident.</p> <p>Children attain 'Good Level of Development' at the end of Early Years Foundation stage and teacher data shows children attain at least as expected for PE in KS1.</p>
<p>Children know and use their phonics to support in reading.</p>	<p>End of year data shows that all children are able to achieve the expected standard in their Phonic Screening Check.</p> <p>Teachers see that children are able to use their phonic knowledge to support their reading.</p>
<p>At the end of KS1 a greater number of children achieve the greater depth standard for reading, writing and maths.</p>	<p>Teacher assessment and end of year data in Year 1 and Year 2 shows that children achieve a greater depth standard for reading, writing and maths.</p> <p>Currently Year 2 children are on track for expected but will be supported to increase depth of learning to achieve greater depth.</p>
<p>End of 24/25 Attendance data for our Pupil premium children has improved in line with national/school attendance rates.</p>	<p>Attendance analysis shows that pupil premium children have attendance in line with the rest of the school or national levels.</p> <p>Rates of persistent absence have significantly lowered to be in line with school or national levels.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £3,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision Mapping Tool (£500)	Previous experience shows that provision mapping ensures that the right children receive the right support. EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months)	1, 2, 3, 4, 5
Enhance the delivery of high-quality text used as part of reading for pleasure, bringing books to life using various strategies (including WAW) that aid understanding and develop fundamental skills. (Release 1 member of staff for Hub WAW training £500).	EEF: Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1, 2, 4, 5
EYFS Staff to complete EYFS physical development training and incorporate learning into lesson delivery further ensuring high quality delivery (Cover and training costs = £780)	EEF: There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupil's access to high quality physical activity for the other benefits and opportunities it provides	1, 2, 3
Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively (£800 training). Weekly coaching for staff to ensure that all staff	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	4, 5

deliver high quality phonics and intervention (£500).		
Further review of maths and training with Maths Hub to best support children who require additional support via Power Maths programme a mastery approach to teaching maths. Internal CPD for support staff to deepen understanding of scaffolding the mastery approach for those who require support (£500).	EEF: Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context. (+5 months)	5
SLT to complete additional training in area of attendance, promoting better attendance for pupil premium children (£250).	Department for Education (DfE) research indicates that good attendance at school is a prerequisite to pupils' attainment, wellbeing and wider development. The pupils with the highest attainment at the end of key stage 2 (KS2) and key stage 4 (KS4) have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Norfolk attendance strategy in place to promote better attendance.	1, 2, 3, 4, 5 and 6

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

Budgeted cost: £ 21,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
Games/puzzles to enhance lessons, opportunities for building social skills including conversational skills (£500)	EEF: Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment (+5 months)	1, 2, 3, 6
WELLCOMM assessment (40 hrs =	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1, 2

£720) and intervention (120 hrs = £2,160) Total = £2,880		
Speech and Language Intervention by TA (4 hrs/week = 156 hrs per year = £2,808)	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1, 2
Ensure 1:1 phonics intervention for PP children in lowest 20% of pupils in each year group (TA time 8 hours/week = 312 hours per year = £5,616).	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	4, 5
Ensure 1:1 or small groups maths intervention for PP children who require additional support (TA time 8 hours/week = 312 hours per year = £5,616).	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	5
Pupil premium pupils have identified that they would like additional time to use Reading Eggs and 1 minute maths at school, (TA time 2 hours/week = 78 hours per year = £1,404).	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	4, 5
Pupil premium pupils have identified that they find maths tricky and sometimes hard. In response to this pupil premium children will be given the opportunity to attend a lunchtime Maths Club where they can complete maths activities in a supported environment. 39 wks x 1, 30-minute session = £351)	EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months)	1, 2, 4, 5, 6
Ensure 1:1 or small groups writing intervention for PP children who require additional support (TA	EEF: 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	5

time 4 hours/week = 156 hours per year = £2,808)	attainment or are struggling in particular areas (+5 Months) EEF: Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (+4 months)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club and After School Club opportunities for all pupils (£1500).	EEF: Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision	1, 2, 3, 6
Activities to extend and enhance the statutory curriculum, many of which are based in the arts. (£1500/year)	EEF: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months)	1, 2, 3, 4, 5, 6
Opportunities for KS1 children to have an extra playtime session in the afternoon. Providing a quieter space on the playground where children are able to read and colour (£500).	EEF: There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupil's access to high quality physical activity for the other benefits and opportunities it provides	1,2,6
PSA time (3 hrs per week = £2,106/year), with focus on attendance for those who need this support.	EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1, 2, 3, 4, 5, 6
Continuing to embed WAW activities – stories to enhance reading for pleasure, listening and attention. Building emotional intelligence via high quality texts chosen to enhance this area (£250).	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings (+4 months)	1, 2, 4, 5, 6

Pupil premium children have identified that they would like phonics resources to support their learning at home Phonics mats and cards (£100).	EEF: Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.	4
Sports programmes via apprentice resources (£1500)	EEF: There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupil's access to high quality physical activity for the other benefits and opportunities it provides	1, 2, 3
Work with Pupil premium children 1:1 to capture pupil voice using wishes and feelings format, ensuring an understanding of how children feel about different areas of school life and how we can help them most via support and mentoring, (TA 2 hours per child over 3 terms = 50 hours = £720).	EEF: On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour (+2months)	1, 2, 6

Total budgeted cost: £33,989 [£3,830 + £21,983 + £8,176]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Head Line Data for Pupil Premium

In 23/24 our Pupil children all made progress from their individual starting points as seen in their work, via pupil voice and assessment.

50% (2 / 4) of our Pupil premium children achieved GLD with those that did not have significant SEND.

86% (12 / 14) achieved the pass mark for the phonic screening check with those who did not achieve this having significant SEND

At the end of Key Stage one, the percentage of children achieving the expected or greater standard was;

Reading: (4 / 7) 57% achieved with those who did not having significant SEN or being new to school in the last academic year

Writing: (4 / 7) 57% achieved with those who did not having significant SEN or being new to school in the last academic year

Maths:(5 / 7) 71% achieved with those who did not having significant SEN

Impact of Plan

Provision mapping via our SENCo ensured that assessments and interventions were planned and actioned by members of staff employed to support in various areas of intervention, leading to better progress for our children, as detailed below.

Delivery of our 'Wise about Words' project supported all teachers in developing 'Reading for Pleasure' further across school, supporting children in their knowledge and understanding of themselves and the world around them, whilst promoting language and communications skills, 57% (4 / 7) PP children achieved the expected standard (with 1 of those 7 children achieving the greater depth standard) at the end of Key Stage one in reading.

Writing intervention supported our children in progressing well with 57% (4/7) PP children achieving expected at the end of Key Stage 1.

Training for staff in maths via the Maths Hub, along with intervention for PP children, ensured all children made good progress in this area with 71% (5/7) pupil premium children achieving the expected outcome and 1 of those 7 achieved Greater depth

Training for phonics delivery has ensured that children receive high quality phonic provision with the lowest 20% of children receiving additional support for learning, this has led to all PP children making progress in their phonics and reading as shown in their tracking. 23/24 data showed that 86% (6/7) of Year 2 PP children achieved their phonic screening check and 86% (12/14) of Year 1 PP children achieved theirs.

Speech and language assessment and intervention ensured that children received the speech and language support they required and made good progress in these areas, 50% (2/4) of Pupil premium children in EYFS achieved the GLD at the end of their Reception year.

Highly individualised pupil progress packs enabled children to receive support for identified areas of need, identified via teacher assessment / progress review meetings the packs contained items that supported the children to practise in various areas for example playdough and 'Dough Gym' exercises for fine motor development.

The use of games / puzzles to enhance lessons has ensured additional opportunities for social interactions, development of reciprocal speech and language as well as social skills
Breakfast club /After School club provision offers structure and support for our pupil premium children offering further opportunities for social interactions, development of listening and attention, communication and language along with personal, social and emotional development via opportunities for increased levels of resilience, independence and ability to play with others cooperatively.

Aspirational activities such as visitors to school and trips out have seen our children gaining an appreciation of others including authors, artists and sports personalities broadening their outlook and raising aspirations for our children.

PSA time has been pivotal in supporting our families at home, supporting items such as sleep routines and in turn supporting our children to be ready for learning at school.

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)

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

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The impact of that spending on service pupil premium eligible pupils

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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.