

# Pupil premium strategy statement – Heather Avenue Infant School

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	96
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26 to 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Stacey Coleman, Headteacher
Pupil premium lead	Ruth Lilley, Deputy Headteacher
Governor / Trustee lead	Peter Balcombe, Pupil Premium Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,135
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	-
<b>Total budget for this academic year</b> <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>	£29,135

# Part A: Pupil premium strategy plan

## Statement of intent

At Heather Avenue, our overarching intention is to ensure that all pupils, irrespective of their background or the challenges they face, achieve high attainment and make good progress throughout their journey at our school.

The primary focus of our Pupil Premium Strategy is to actively diminish gaps in attainment and progress and support our disadvantaged pupils in reaching this ambitious goal. We aim for all disadvantaged pupils to make excellent progress and achieve at least as well as all pupils nationally. We believe in providing the right support, at the right time, to afford all children the same opportunities and life chances, ensuring they leave our school with strong foundations for their adult lives.

High-quality teaching is at the heart of our approach and we have a vigorous focus on ensuring all pupils develop strong academic foundations:

- Reading and Vocabulary: We commit to ensuring that all children learn to read prior to leaving our school. We aim for children to develop a wide vocabulary, enabled through fostering a love of reading and a clear focus on learning the meaning of words.
- Communication: Supporting children in their speaking and listening skills to ensure a sound level of communication for all.
- Mathematics: Ensuring 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, reflecting our school vision: 'Preparing Children for a Bright Future in a Changing World'.

We prioritise the importance of building strong and effective relationships with our children and families to accurately identify needs and implement the most comprehensive, research-based actions.

Our Pupil Premium funding provides additional support and opportunities, enabling children to keep up and accelerate learning. Past and ongoing actions include:

- High-quality phonics training/provision and targeted phonics intervention.
- Provision of quality texts for sharing.
- Wellcomm assessment and subsequent targeted intervention for speaking and listening, informed by a Speech and Language Therapist.
- Pupil progress packs to support identified areas of need.
- English as an Additional Language (EAL) training to support learners.
- Nurture practices and aspirational activities.
- Breakfast club / After School club provision.
- Parent Support Advisor (PSA) time.

The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective, we will ensure disadvantaged pupils are challenged to aim high. We will act early to intervene and adopt a whole school approach to raise expectations.

## 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 60% of our Reception children have levels below expected for speech and language on entry to the academic year 2025/26. For our pupil premium Reception children, this number increases to 100% 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. For some children, social and emotional issues continue into KS1. Pupil voice identifies that children find separation from parents difficult.
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 Maths, in particular counting, 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 phonics and reading books independently challenging.
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 areas of Maths harder in Year 2 - in particular multiplication. They find reading and writing independently an area of challenge.
6	Attendance data shows that our Pupil premium children have lower attendance when compared to other groups of children, end of 24/25 showed that pupil premium children had attendance of 89% whilst whole school attendance was at 95% Persistent absence was at 25% for our pupil premium pupils whilst the rest of the school was at 12.5 %

## 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 show improved communication skills enabling effective listening and attention, speech and language.	<p>Children will make progress from their starting points as they continue through EYFS and into KS1. Children attain 'Good Level of Development' at the end of Early Years Foundation stage and expected standard at the end of KS1.</p> <p>Observations and ongoing formative assessments indicate significantly improved communication skills.</p>
Children will show increased personal, social and emotional development via increased levels of resilience, independence and ability to play with others cooperatively.	<p>Children will demonstrate:</p> <ul style="list-style-type: none"> <li>● higher levels of resilience, requiring less adult support for tasks</li> <li>● higher levels of independence</li> <li>● greater ability to play cooperatively and converse in conversations successfully</li> </ul> <p>This will be identified by teacher observation, pupil voice and parental surveys.</p>
Children know and use their phonics to support in reading.	<p>End of year data shows that all children are able to achieve the expected standard in their Phonic Screening Check.</p> <p>Teachers observe that children are able to use their phonic knowledge to support their reading.</p>
Children will show improved reading, writing and maths attainment at the end of KS1.	<p>KS1 reading, writing and maths outcomes will show a greater number of children achieving expected or greater depth standard.</p>
To achieve and sustain improved attendance for all children, particularly our Pupil Premium children.	<p>Sustained high attendance by 2027/28 demonstrated through attendance analysis showing 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: £2,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the use of dialogic (using talk as a tool to develop pupils understanding) activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will use ongoing CPD to ensure various strategies (including Wise About Words) that aid understanding and develop fundamental skills are embedded within our practice.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers.</p> <p><a href="#">Oral language interventions   EEF</a></p>	<p>1, 2, 4, 5</p>
<p>Enhance the delivery of high quality texts used for;</p> <ul style="list-style-type: none"> <li>● reading for pleasure</li> <li>● deepening topic understanding</li> <li>● bringing books to life</li> </ul>	<p>Reading comprehension strategies have a high impact (on average +7 months). Alongside phonics this is a crucial part of early reading instruction. Practitioners should consider careful text choice at the appropriate level of challenge, developing pupils' desire to engage with the text and giving them opportunities to practise. <a href="#">Reading comprehension strategies   EEF</a></p>	<p>1, 2, 4, 5</p>
<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively as well as</p>	<p>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. The</p>	<p>1, 4, 5</p>

<p>weekly coaching for staff to ensure that all staff deliver high quality phonics and intervention.</p>	<p>teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Phonics can be especially beneficial for children who are lower attaining. The teaching of phonics should be matched to children's current level of phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children make progress in all aspects of reading including comprehension and the development of vocabulary and spelling, both of which should also be taught explicitly.</p> <p><a href="#">Phonics   EEF</a></p>	
<p>Enhancement of our maths teaching and planning. We will fund teacher release time to embed key elements of the mastery approach (through use of Power Maths) and access Maths Hub training and resources. Internal CPD for support staff to deepen understanding of scaffolding the mastery approach.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. <a href="#">Mastery learning   EEF</a></p>	5
<p>Enhance our social and emotional learning. We will further embed social and emotional learning into our practices and develop our PSHE curriculum. This will be supported by professional development and training for staff.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. While universal approaches to SEL learning seem to have a slightly greater impact on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	2, 3, 4, 5, 6

	<a href="#">Social and emotional learning   EEF</a> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 18,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff will be trained to use Edukey to record and monitor provision.</p>	<p>Previous experience shows that when used effectively, provision mapping ensures that the right children receive the right support.</p> <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. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. One to one tuition can be expensive to deliver, particularly when delivered by teachers. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p><a href="#">One to one tuition   EEF</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. 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. Providing training to the staff that deliver small group support is likely to increase impact. <a href="#">Small group tuition   EEF</a></p>	<p>1, 2, 4, 5</p>

<p>Games/puzzles to enhance lessons, opportunities for building social skills including conversational skills</p>	<p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. Pupils need support and practice to work together; it does not happen automatically. Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully. The most promising collaborative learning approaches tend to have group sizes between 3 and 5 pupils and have a shared outcome or goal.</p> <p><a href="#">Collaborative learning approaches   EEF</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>WELLCOMM - all EYFS pupils to be assessed by SENDCo in Autumn term. This will be followed by individual or small group interventions for those children not at the expected level.</p> <p>KS1 children who are below expected level will continue to receive intervention support.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers.</p> <p><a href="#">Oral language interventions   EEF</a></p> <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. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. One to one tuition can be expensive to deliver, particularly when delivered by teachers. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p><a href="#">One to one tuition   EEF</a></p>	<p>1, 2, 3, 4, 5, 6</p>

	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. 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. Providing training to the staff that deliver small group support is likely to increase impact. <a href="#">Small group tuition   EEF</a></p>	
<p>Speech and Language Intervention by EPA/Educational and Pastoral Assistants (EPA) and support staff.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. <a href="#">Oral language interventions   EEF</a></p>	<p>1, 2, 4, 5</p>
<p>Ensure 1:1 phonics intervention for Pupil Premium children in lowest 20% of pupils in each year group</p>	<p>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Phonics can be especially beneficial for children who are lower attaining. The teaching of phonics should be matched to children's current level of phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children make progress in all aspects of reading including comprehension and the development of vocabulary and spelling, both of which should also be taught explicitly. <a href="#">Phonics   EEF</a></p> <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</p>	<p>4, 5</p>

	<p>for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. One to one tuition can be expensive to deliver, particularly when delivered by teachers. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p><a href="#">One to one tuition   EEF</a></p>	
<p>Ensure 1:1 or small groups maths and writing intervention for Pupil Premium children who require additional support</p>	<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. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. One to one tuition can be expensive to deliver, particularly when delivered by teachers. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p><a href="#">One to one tuition   EEF</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. 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. Providing training to the staff that deliver small group support is likely to increase impact. <a href="#">Small group tuition   EEF</a></p>	<p>5</p>

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

Budgeted cost: £7,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance <a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>This will involve training and release time for our Attendance champions to develop and implement procedures. Also, participating in our Wensum Trust Attendance Working Party; learning and implementing strategies from this group.</p>	<p>The DfE guidance has been informed by engagement with schools who have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>PSHE activities to extend and enhance the statutory curriculum.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. While universal approaches to SEL learning seem to have a slightly greater impact on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>2, 3, 4, 5, 6</p>
<p>Continued embedding of behaviour strategies, trauma informed practice and relational approach.</p> <p>Ensuring that all staff receive continued and</p>	<p>The average impact of behaviour interventions is three additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However,</p>	<p>1, 2, 3, 4, 5, 6</p>

updated training and CPD.	estimated benefits vary widely depending on what happens during the intervention. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. <a href="#">Behaviour interventions   EEF</a>	
PSA time, including a focus on attendance for those who need this support.	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. <a href="#">Parental engagement   EEF</a>	1, 2, 3, 4, 5, 6

**Total budgeted cost: £29,135 [£2,913 + £18,938 + £7,284]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>Head Line Data for Pupil Premium</p> <p>In 2024 -2025;</p> <p>100% (3/ 3) of our Pupil premium children achieved GLD</p> <p>83% ( 5/6) achieved the pass mark for the phonic screening check with those who did not achieve this having significant SEND</p> <p>At the end of Key Stage one, the percentage of children achieving the expected or greater stand was;</p> <p>Reading: 73% (8/ 11) achieved the expected standard with (2/3) of those who did not having significant SEN</p> <p>27% (3/11) Pupil Premium children achieved greater depth</p> <p>Writing: 64% (7/11) achieved with 3/4 of those who did not having significant SEN or EAL</p> <p>Maths: 64% (7/11) achieved with 3/4 of those who did not having significant SEN or EAL</p> <p>9% (1/11) Pupil Premium achieved greater depth</p>	
Intended Outcomes	Impact
<p>Children in the EYFS show improved communication skills enabling effective listening and attention, speech and language.</p>	<p>High quality teaching and provision has enabled children to make a successful start to their education. Furthermore, demonstrating curiosity around learning has supported our children in their knowledge and understanding of themselves and the world around them, whilst promoting language and communications skills. Speech and language assessment and intervention ensured that children received the speech and language support they required and made good progress in these areas, 100% (3/3) of Pupil premium children in EYFS achieved the GLD at the end of their Reception year.</p>
<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>At Heather Avenue, our Early Years practitioners create a nurturing environment that promotes resilience, independence, and cooperative play through supportive relationships, clear routines, and opportunities for choice and self-regulation. Key strategies include modeling positive behaviors, providing consistent emotional guidance, enabling children to manage their own feelings and set achievable goals, and offering chances to practise social skills and resolve conflicts.</p>

	<p>Our PSHE curriculum and PATHS lessons further support emotional regulation and help children identify and name their own feelings and provide tools for helping them to manage their emotions.</p> <p>Our data shows that all (3/3) Pupil Premium children achieved GLD.</p> <p>Ofsted recognised both our Early Years Provision and Personal Development as outstanding in our most recent inspection (October 2024).</p>
<p>Children show a good level of physical development with increased gross and fine motor skills.</p>	<p>Children are given daily opportunities for both gross and fine motor skills. Gross motor skills are developed through activities, such as active play, dancing, climbing and obstacle courses where children are able to consider different ways of moving their body, negotiating space, building their core strength and balance.</p> <p>Using play dough, threading beads, cutting with scissors, mark making are some of the activities used to develop fine motor.</p> <p>Teachers ensure they plan opportunities to develop finger and hand strength and also hand eye coordination.</p> <p>Our data shows that all (3/3) Pupil Premium children achieved GLD.</p>
<p>Children know and use their phonics to support in reading.</p>	<p>High quality training and ongoing support and coaching 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. 24/25 data showed that 100% (6/6) of Year 1 PP children achieved their phonic screening check.</p>
<p>At the end of KS1 a greater number of children achieve the greater depth standard for reading, writing and maths.</p>	<p>Class teachers are supported by the SENDCo to ensure that provision mapping is planned well, targeting and supporting our children. At Heather Avenue we have invested in 'reading for pleasure' and all staff encourage and demonstrate a love of reading.</p> <p>Children are given the opportunity to immerse themselves in a story or a piece of non fiction writing, which supports their writing composition. Staff provide explicit instruction and ensure consistent, small group</p>

	<p>or 1:1 instruction for children who need extra support to link sounds and letters.</p> <p>Support and training from the Maths Hub enables us to keep teaching for mastery at the forefront of our practice. Children are encouraged to become efficient mathematicians and to be curious learners. Staff model how to be problem solvers and children are encouraged and supported to develop the skills to problem solve, ask questions and explain their thinking.</p> <p>27% (3/11) Pupil Premium children achieved greater depth in Reading and 9% (1/11) Pupil Premium achieved greater depth in Maths.</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 is closely monitored and tracked with an Action Plan in place. Attendance is celebrated in Assembly and with termly awards. Relational conversations take place to support parents make improvements. When attendance falls below 90%, the voice of the children is gained through attendance wishes &amp; feelings.</p> <p>Our data for 24/25 shows that whilst our overall absence for Pupil Premium children declined slightly to 89% (23/24 - 91%), persistent absence reduced from to 33% (23/24) to 25%. Our 25/26 plan for attendance will include an additional supportive phone call later in the school day to further support better attendance.</p>