



Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

Our pupil premium strategy is underpinned by our Vision and Values, to ensure that each and every child achieves to the best of their ability and is provided with a rich curriculum and wide range of opportunities, in turn enabling all pupils and adults to flourish.

School Overview

Detail	Data
School name	Heygreen Primary School
Number of pupils in school	243
Number of pupil premium eligible pupils	159
Academic year/years that our current pupil premium strategy plan covers 2022-2026	2025-26
Date this statement was published	30th December 2025
Date on which it will be reviewed	1st September 2026
Statement authorised by	Local Academy Councillors
Pupil premium lead	Nicola Rutter
Governor / Trustee lead	Steph McDonough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,294
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£239,294

Part A: Pupil premium strategy plan

Statement of intent

At Heygreen Primary School, we believe firmly that our vision 'each and every child achieves their full potential' sits at the heart of our Pupil Premium and Recovery Fund spending.

When writing our statement we have used the following guidance:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Our strategy is based on the key principles that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

Our main objectives are to ensure that:

- early identification of need is robust
- high-quality teaching and learning is the most important factor in ensuring each and every child achieves
- the progress of disadvantaged pupils has a high profile in school

Strategies - The following strategies we use are:

- **Identifying Need** Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.
- **Identifying barriers to Learning** We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> • Our attendance data last year indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils. • 15.6% of disadvantaged pupils have been 'persistently absent' compared to 12.12% of their peers during that period. • Our assessments and observations indicate that absenteeism is negatively impacting many of our disadvantaged pupils' progress.
2	<ul style="list-style-type: none"> • Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families, notably due to cost of living and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. • Staff, parent and pupil self referrals for pastoral support remain high. Significantly more pupils, who are also disadvantaged, currently require additional support with social and emotional needs, when compared to non-disadvantaged pupils.
3	<ul style="list-style-type: none"> • Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Pre-Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<ul style="list-style-type: none"> • Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. • Only 61% of disadvantaged pupils passed the phonics screening check in 2024/2025.
5	<ul style="list-style-type: none"> • Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is in line with non-disadvantaged pupils by the end of KS2. (76% combined for disadvantaged compared to 76% combined non-disadvantaged) • On entry to Reception class, our disadvantaged pupils arrive below age-related expectations compared to non-disadvantaged children - when comparing baselines.

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 outcomes in early reading and phonics	% PP children at ARE will be at least national 80% or above
Increase in overall attainment in Reading at end of KS2	% PP children at ARE will be at least national 74% or above
Increase in overall attainment in Writing at end of KS2	% PP children at ARE will be at least national 72% or above
Increase in overall attainment in Maths at end of KS2	% PP children at ARE will be at least national 73% or above
Increase in overall attainment of RWM (combined measure) at end of KS2	% PP children at ARE will be at least national 61% or above
Emotional well-being and behaviour support of pupils and families	Children demonstrate increasing resilience Children settle quickly into school / lessons and disruptions are a rarity Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention
Increased rates of attendance and punctuality	Overall attendance in line with NA (NA currently 96%) Gap between disadvantaged and others does not widen (currently approx. 4%) PA for all pupils remains broadly in line with NA and gap between disadvantaged and others continues to fall - currently .
Increased confidence and opportunity to develop Oracy and Spoken Language skills.	Children will have had more opportunities to develop Oracy and Spoken Language skills through the curriculum and other enrichment opportunities.

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: **£104,294**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop use of EFF EYs coaching programme (coaching) as well as leading on the pedagogy blueprint, to ensure that quality first teaching is excellent. Coaching will become an	The EFF toolkit outlines that feedback adds 6 months progress. Metacognitive	3,4,5

<p>integral part of professional development. The use of quality feedback will improve pupils' attainment.</p> <p>Teachers will be clear on their own next steps and pupils' progress will be monitored continuously.</p> <p>Teachers will have time to review and monitor their practice, developing quality first teaching for all. Teachers will have adequate release time to provide or be provided with high quality feedback.</p>	<p>strategies 7 months and an increase in attainment.</p>	
<p>Develop subject leadership so that the curriculum meets the needs of all learners and subject knowledge develops, meaning that children receive high quality first teaching. We will release subject leaders to support class teachers with subject knowledge and pedagogy.</p> <p>Subject leaders and SENCO will attend planning and development for their subjects.</p> <p>Subject leaders, alongside leaders will continuously evaluate the impact of their subject on disadvantaged pupils.</p> <p>Leaders to complete NPQ programmes.</p>	<p>Curriculum knowledge will mean teaching is strong.</p> <p>Subject leaders will know about the impact on disadvantaged pupils through clear monitoring.</p>	<p>3,4,5</p>
<p>Through using a DfE approved Phonics Scheme RWI, leaders and teachers will continue to prioritise early reading teaching so that all children leave KS1 as competent readers.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm - The Wellcomm Intervention is a programme for children in Early Years. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show</p>	<p>3</p>

	positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
RWI 1:1 (fast-track tutoring) Children who are behind age related expectations will have targeted reading interventions to improve Reading ability. The progress will be monitored during each session.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	3,4

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

Budgeted cost: **£75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officers will be utilised to ensure that children are in school and that PAs are supported, through the support, support, challenge model, attendance is tracked and children are in school everyday. Working with the EWO to improve attendance.	Research shows that children need to be in everyday to achieve, this will also support with emotional wellbeing.	1,2
FESO- Family Engagement Support Officers will work with families to improve wellbeing and increase parental engagement. They will support emotional wellbeing, meetings, workshops and ensure that parents have the support they need to help their children.	The EEF toolkit shows that 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
CWSO- child wellbeing support officers will work with children in a targeted way through Evolve intervention and other targeted interventions to improve emotional wellbeing so children are able to learn and achieve.	Social emotional wellbeing support increases children's attainment due to being ready to learn.	1,2,3,4,5

Total budgeted cost: £ £239,294

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

All children achieved inline with predictions, data shows that attendance improved, the percentage of PAs diminished over the year, compared to 2023/2024.

The percentage of disadvantaged children receiving GLD is above national (70%)

Children ARE combined at KS2 are all above national (76%)

The work of the FESO and CWSO is having a positive impact on families and children, targeted interventions have shown impact and parent workshops, ESOL group and nurture groups have been positively received.

See headline data:

<https://www.heygreen.co.uk/attachments/download.asp?file=188&type=pdf>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Development Programme	RWInc

Useful links:

[Teaching and Learning Toolkit | EEF](#)

[Home Recovery premium funding](#)

[Using pupil premium: guidance for school leaders](#)

[Home Pupil premium](#)