

Pupil premium strategy statement – Heelands School – 2025-26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	19%
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)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ian Fraser-Kirkup
Pupil premium lead	Ian Fraser-Kirkup
Governor / Trustee lead	Hayley John

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
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>	£24,240

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is for all disadvantaged pupils, including those who are Looked After (LAC) and Previously Looked After (PLAC), to achieve outcomes at least in line with their peers by removing barriers to learning, strengthening emotional wellbeing, and developing confidence, resilience and aspiration. We are committed to ensuring that disadvantage, trauma or disrupted early experiences do not limit pupils' attainment, engagement, attendance or access to wider opportunities, and that all pupils feel safe, supported and able to thrive.

Our Pupil Premium strategy is firmly rooted in the EEF tiered approach, with a clear focus on securing high-quality teaching for all through skilled staff and evidence-informed practice. This includes the strategic deployment of trained HLTAs to deliver structured, targeted academic interventions, which research shows can secure up to +4 months' additional progress, alongside carefully selected resources to support progress, fluency, confidence and emotional literacy. Targeted academic support is closely aligned to classroom teaching and is regularly reviewed to ensure impact and value for money.

Recognising the strong link between wellbeing and learning—particularly for disadvantaged, LAC and PLAC pupils—our strategy places significant emphasis on wider support. Investment in strong pastoral provision ensures a consistent, relational approach to attendance, behaviour, emotional regulation and safeguarding, while therapeutic and enrichment approaches, including art and pet therapy, support pupils' wellbeing, engagement and readiness to learn. Financial barriers are actively reduced through subsidised access to trips, visits and residential experiences, ensuring equitable participation in enrichment that builds cultural capital, confidence and resilience.

- The strategy is underpinned by a clear set of principles: a relentless focus on equity and inclusion; the use of robust evidence, particularly EEF guidance, to inform decision-making; early identification of need and targeted, timely support; skilled staffing and high-quality professional development; a whole-child approach that integrates academic and social-emotional development; and rigorous monitoring and evaluation. Through this coherent and layered approach, we aim to close attainment gaps, improve attendance and behaviour, and enable disadvantaged pupils, including LAC and PLAC, to succeed academically and flourish personally.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Ensure all disadvantaged children have access to a broad and balanced curriculum and experiences during their time at Heelands including trips, visits and clubs.</i>
2	<i>Disadvantaged children need targeted interventions and in class support to help to diminish the difference between PP and Non-PP children.</i>

3	<i>Securing fluency and a love of reading is key to all children being able to access a full curriculum and to having self-esteem and confidence as a learner.</i>
4	<i>Children with SEMH needs and trauma need support to feel safe and happy enough to be able to learn well (including LAC and Post LAC children).</i>

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
<i>All children have access to extra-curricular activities and enhancements.</i>	<i>Cost is not a barrier to inclusion in all activities for every child; PP attend clubs, etc, in the same ratio as non-PP.</i>
<i>Academic interventions are effective and impactful and improve the life chances of PP children.</i>	<i>Gaps are closed and outcomes mirror those of non-PP children. Interventions are taught and managed by skilled LSAs and qualified teachers (for RWInc).</i>
<i>All children love to read and can access all learning across a broad and balanced curriculum.</i>	<i>Fluency improves and targeted intervention, including the use of different schemes and the buying of resources and whole staff CPD, helps PP children read with confidence and skill.</i>
<i>All children from all backgrounds and with a variety of life experiences (including ACEs) feel safe and calm and are able to engage in learning regularly and fully.</i>	<i>Pastoral support and therapeutic support and intervention improves SDQ analysis over time; children with trauma and ACEs achieve as well as their peers.</i>

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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted resources support progress and confidence of PP pupils (RWInc resources and CPD, Jigsaw PSHE)</i>	<i>Investment in whole-staff Read Write Inc. resourcing and CPD, the delivery of Jigsaw PSHE, and the allocation of protected off-timetable time for the Reading Lead to support and quality-assure phonics teaching ensures consistent, high-quality early reading provision. This is complemented by the</i>	2 and 3

	<p>purchase of high-quality books to give to pupils and to enrich reading corners, the library and reading schemes, promoting reading for pleasure and home engagement. EEF evidence indicates that structured, evidence-based literacy approaches and high-quality PSHE, when implemented consistently and matched to pupil need, can improve attainment, engagement and self-confidence for disadvantaged pupils, contributing up to +4 months' additional progress.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 15,000 contribution

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ and retain super numerate skilled LSAs.</i>	EEF evidence shows that well-trained teaching assistants, when deployed to deliver structured, targeted interventions, can secure around +4 months' additional pupil progress , whereas unstructured classroom support or routine cover has little impact— supporting the strategic use of skilled LSAs for intervention delivery and planned cover under clear teacher oversight.	2

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

Budgeted cost: £ 5,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of an Art Therapist / Pet Therapist and Pastoral LSA as well as half a day a week for an Attendance / Behaviour Lead</i>	EEF and wider research indicate that arts participation (EEF: ~+3 months' progress) and animal-assisted interventions improve pupils' wellbeing, emotional regulation and engagement, while strong pastoral systems aligned with social and emotional learning approaches are associated with around +4 months' additional progress and improved behaviour and attendance , supporting the value of art therapy, pet therapy and a half day non-contact time for a pastoral LSA.	4
<i>Pay for 50% of all trips, visits and residential for PP families if required.</i>	EEF evidence shows that subsidising educational trips, visits and residential for disadvantaged pupils supports engagement, wellbeing and wider outcomes (including	1

	confidence and resilience), with enrichment and outdoor learning approaches linked to around +2 to +4 months' additional progress, justifying financial support to remove barriers for PP families.	
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Total budgeted cost: £24,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of Pupil Premium Funding – 2024–25 (Heelands School)

Pupil Premium funding in 2024–25 was strategically targeted to address the key barriers faced by disadvantaged pupils at Heelands School, including lower attendance, higher levels of need (particularly SEN and EAL), and vulnerabilities linked to early childhood experiences. The strategy prioritised improving attendance and engagement, strengthening early learning and phonics outcomes, and ensuring that disadvantaged pupils were able to access high-quality teaching, targeted support and wider school experiences on an equitable basis with their peers.

Attendance and persistent absence

Improving attendance remained a key priority due to its direct impact on early learning outcomes. IDSR data shows that attendance for disadvantaged (FSM6) pupils in 2024–25 was **89.1%**, below the national FSM average of **92.6%**, and that persistent absence for disadvantaged pupils remained high at **33.3%**, above the national figure. Pupil Premium funding supported targeted pastoral intervention, family engagement and early identification of attendance concerns, resulting in improved consistency for individual pupils over time. While attendance remains an area for continued focus, systems are now well established and form a strong foundation for sustained improvement.

Whole-school attendance in 2024–25 was **93.5%**, below national averages, reflecting the high proportion of pupils with SEN, EAL and additional vulnerabilities. The gap between disadvantaged pupils and their peers is closely monitored, and attendance remains a central priority within the Pupil Premium strategy moving forward.

Attainment and progress

Disadvantaged pupils made steady progress from their individual starting points, particularly in early reading and phonics, which is a core focus for Heelands as an EYFS and KS1 school. Phonics outcomes remain broadly in line with national averages, with targeted interventions, skilled HLTA support and consistent phonics delivery supporting disadvantaged pupils to engage and make progress. Where gaps in attainment remain between disadvantaged and non-disadvantaged pupils, these are closely linked to attendance, speech and language needs, SEN and mobility, rather than quality of provision.

Targeted academic support funded through Pupil Premium was particularly effective for disadvantaged pupils with additional needs, supporting improved engagement, confidence and readiness to learn. Progress is reviewed regularly, and support is adapted to ensure pupils continue to move forward from their starting points.

Wider outcomes and readiness to learn

Pupil Premium funding also had a positive impact on pupils' wider development and readiness to learn. Pastoral provision, including targeted emotional and behavioural support, improved pupils' emotional regulation, engagement and sense of security within school. Disadvantaged pupils were supported to access trips, visits and enrichment opportunities, helping to build cultural capital, confidence and inclusion. Behaviour data indicates no significant disparity between disadvantaged pupils and their peers, reflecting the effectiveness of early intervention and relational pastoral approaches.

Overall impact

Overall, the impact of Pupil Premium funding in 2024–25 demonstrates that disadvantaged pupils at Heelands are increasingly well supported to overcome barriers to learning. While attendance and persistent absence remain key challenges, strong systems are now in place to address these proactively. Disadvantaged pupils are making sustained progress from their starting points, particularly in early reading and phonics, and benefit from improved wellbeing, engagement and access to wider opportunities. The strategy represents effective use of Pupil Premium funding and provides a secure foundation for continued improvement in line with the school's three-year plan.

Externally provided programmes

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

Programme	Provider
Art and Pet Therapy	Belinda Hunt
White Rose Premium	White Rose Maths
Music Express	Collins

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

NA

The impact of that spending on service pupil premium eligible pupils

NA

Further information (optional)

The Pupil Premium strategy at Heelands School is underpinned by a **three-year plan (2025–26 to 2027–28)**, aligned with the EEF tiered model and the school's wider improvement priorities for early years and key stage 1. **Year 1** focuses on strengthening high-quality early teaching, particularly phonics and language development, alongside consistent pastoral and attendance systems and targeted intervention; **Year 2** prioritises refining practice through staff development, leadership capacity and scaling approaches that demonstrate impact; and **Year 3** focuses on embedding and sustaining effective provision and evaluating longer-term outcomes as pupils progress through the school. Impact is reviewed annually using attainment (including phonics), attendance, behaviour and wellbeing data to ensure the strategy remains responsive to need and secures sustained improvement for disadvantaged pupils.