

## Pupil Premium Strategy Statement – Heatherside Junior 2025 - 2026

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	378
Proportion (%) of pupil premium eligible pupils	9.8% (37 chn) <i>*Data correct as of 11/11/25</i> 33 FSM children – 8.7% 4 Service children – 1%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	Steph Sarney
Governor / Trustee lead	Sarah Robert

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,020
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£42,020
<b>Total planned expenditure to meet aims of this strategy</b>	£53,086 * <i>This exceeds the funding received by £11,066, the excess will come from the main school budget.</i>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Heatherside Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. We are committed to ensuring equality of education and opportunity for all pupils, irrespective of race, gender, disability, faith, religion or socio-economic background.

We work hard to foster a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life and across all subjects. The school seeks to raise achievement and remove barriers to learning, acting early to intervene at the point of need. We are committed to giving all of our children every opportunity to achieve the highest of standards. Alongside developing learning outcomes, we are committed to developing the whole child to prepare them for secondary school and beyond.

We will also consider the challenges faced by all vulnerable pupils, including those who have a family support worker, social worker and young carers.

As the number of pupils in receipt of Pupil Premium remains well below average and all of whom have specific individual needs and circumstances, the school adopts a tailored and bespoke approach to the expenditure of Pupil Premium funds. Some funding is used on a one-to-one basis whilst other expenditure, which is planned to meet those children's needs, also has a wider benefit for other pupils. The School tracks these (and all children's) academic progress but also looks closely at other factors such as participation, attendance, any external factors and parental engagement so that Pupil Premium expenditure can be targeted in areas which will have the greatest impact on pupils' long-term development and success.

Quality first teaching and a well-planned and delivered curriculum is fundamental to our approach, with a focus on areas in which disadvantaged pupils require the most support whilst, at the same time, benefitting the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

Our approach will be based on a clear understanding of each child's needs alongside whole school improvement priorities. We base our actions, interventions and support around our knowledge of pupils and families, as well as research including that from the EEF toolkit.

We will continue to work with our Infant and Secondary school partners to ensure continuity of support and progress at the point of transition.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><i>Phonics/Reading</i></b></p> <p>Assessments, observations, and discussions with pupils have shown disadvantaged pupils generally have greater difficulties with phonics than their peers, particularly in Year 3 on entry. This is a barrier to their development as readers.</p> <p><i>On entry to Year 3 in Sept 2025, 80% of our Pupil Premium children were below age-related expectations for Reading.</i></p>
2	<p><b><i>Writing</i></b></p> <p>Our internal and external data indicates that Writing attainment among our disadvantaged pupils is below that of non-disadvantaged pupils. Furthermore, on entry data for writing is lower than attainment for reading.</p>
3	<p><b><i>Communication of needs, self-regulation and emotional development</i></b></p> <p>Communication of needs, self-regulation and emotional development (including social skills with peers) are areas of challenge for some of our disadvantaged pupils. Some of these areas can be addressed through whole-school and class approaches, but some require more individualised approaches.</p>
4	<p><b><i>Attendance – particularly punctuality</i></b></p> <p>Observations and internal tracking data shows that punctuality for a small number of our disadvantaged children is an area for improvement.</p>
5	<p><b><i>Access to opportunity</i></b></p> <p>Many disadvantaged pupils come from low-income families who are not always able to provide the access to opportunities non-disadvantaged pupils access outside school. We are committed to providing access to experiences and activities which will support and develop pupils' cultural capital and their knowledge and understanding of the world they will become adults in.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our 2025/26 strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved progress and attainment in phonics, which then leads to improved attainment in the overall attainment of reading for our disadvantaged children.</p> <p><i>(Linked to Challenge 1)</i></p>	<p>A higher percentage of disadvantaged pupils in Year 3 will have achieved Level 6 phonics. A higher percentage of disadvantaged pupils will be working at or above ARE for Reading by July 26 compared to their attainment in the previous academic year. All disadvantaged pupils, including those with SEND, will make measurable and, at least, expected progress.</p> <p>This will be evident when triangulated with other sources of evidence including engagement in lessons, pupil conferencing, reading records.</p>
<p>Improved progress and attainment in writing based on baseline starting points.</p> <p><i>(Linked to Challenge 2)</i></p>	<p>Evidence of assessments and pupils' work will indicate improved standards of writing among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment. All disadvantaged pupils, including those with SEND, will make measurable and, at least, expected progress.</p>
<p>Our children speak positively about themselves as learners and are developing strategies to regulate their emotions.</p> <p><i>(Linked to Challenge 3)</i></p>	<ul style="list-style-type: none"> <li>- All children, including disadvantaged, will be able to use Zones of Regulation to identify the emotions they're feeling.</li> <li>- The children will be able to identify strategies which they can use to help them regulate their emotions.</li> <li>- Teachers will further develop their understanding about how to support social emotional literacy for children and help them to regulate more independently through attendance at Primary Behaviour Service training and Mental Health Forums.</li> <li>- Calm Down reflection booklet will be used consistently across the school as a tool for effective restorative conversations.</li> </ul>
<p>Ensure high levels of attendance and punctuality for all disadvantaged pupils through partnerships with parents.</p> <p><i>(Linked to Challenge 4)</i></p>	<p>Attendance and punctuality will be in line with school % or higher. Improved punctuality evident for target/disadvantaged children Bespoke support for parents and families will have been put in place.</p>
<p>Further opportunities for disadvantaged pupils to access wider curricular provision to</p>	<p>Evidence on our tracker will show that the percentage of disadvantaged children who have attended enrichment activities, such as school clubs, residential trips, sporting events, are in line with non-disadvantaged children.</p>

<p>help develop their wellbeing, confidence and social and emotional development.</p> <p><i>(Linked to Challenge 5)</i></p>	<p>Club/Sporting Events tracking would show that all of our disadvantaged children have been given the opportunity to attend a sporting event if desired.</p> <p>Feedback from Forest School sessions will show impact on improved confidence and independence.</p>
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## 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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-Quality professional development training for teaching staff for Writing:</p> <ul style="list-style-type: none"> <li>• Opening Doors Inset day</li> <li>• Let's Think in English Conference</li> <li>• Opening Doors Conference</li> <li>• Writing Network meetings</li> </ul>	<p>Improving writing outcomes is on our school improvement plan. Many of our pupil premium children are working below age expectations. The <a href="#">EEF's mechanisms for effective implementation of CPD</a> have been drawn upon in creation of this highly successful programme. Opening Doors approach to writing was introduced to Year 4 last year and now being implemented across all year groups. This supports the work the school have already embedded for Let's Think in English.</p> <p><a href="#">Opening Doors Research Report</a></p>	2
<p>Access to high- quality to professional development training to enhance the quality of teaching and learning across the curriculum through access to: HIAS advisors, network cluster meetings, Maths Hub involvement, SENCo circle network (including release time).</p>	<p>The best available evidence indicates that <a href="#">quality-first teaching</a> is the most important lever schools have to improve outcomes for their pupils.</p> <p>Focus of developing all to use the '<a href="#">five-a-day</a>' approach to improve outcomes for all, including children with SEND.</p>	1, 2, 3

<p>High-Quality professional development training for LSAs to support children with expressive and receptive language difficulties</p> <ul style="list-style-type: none"> <li>- Elklan training (one LSA)</li> <li>- Helen Arkell Supporting Learners with Dyslexia/SpLDs course (Two LSAs)</li> </ul>	<p>Evidence suggests that <a href="#">oral language interventions</a> have a high impact for a low cost.</p> <p><a href="#">Dyslexia provision in a Primary School Nasen research</a></p>	<p>1, 2, 3</p>
<p>Further develop staff subject knowledge through professional development training and develop expertise on how to support with social, emotional, mental health, children who have experiences trauma/ ACES and children with anxiety, through support from Primary Behaviour Service.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Social and Emotional Learning</a></p> <p><a href="#">Primary Behaviour Service</a></p>	<p>3, 4</p>
<p>English as an Additional Language (SEAL) course to help further support the diversity within our community and using expert support where necessary from EMTAS. (Teacher advocate for EAL pupils attending this Hampshire County Council course)</p>	<p><a href="#">A systematic review of intervention research examining English language and literacy development in children with English as an Additional Language</a></p>	<p>1, 2</p>

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

Budgeted cost: 3675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-learning for Year 6 pupils and Booster	Opportunities to familiarise with up-coming topics in a small group will give the children confidence and ability to access the learning	1, 2

Lessons for Year 6 Pupils in Maths.	rapidly. <a href="#">EEF Teaching and Learning toolkit</a> advocates the use of small group tuition.	
Additional phonics sessions targeted at disadvantaged and vulnerable pupils who require further phonics support, particularly Year 3	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a> To support the school's delivery of <a href="#">Synthetic Systematic Phonics programme</a> and follow up in whole class reading and spelling lessons	1
Additional targeted sessions to support reading fluency. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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:  <a href="#">Oral Language Interventions</a> <a href="#">Let's Think in English – Evidence of Success</a> <a href="#">Reading Comprehension Strategies</a>	1, 2
Homework Club ran regularly on a Friday so that children can have support with preparing or completing their homework, building up their independence so that they can complete it on their own. Explore different ways to engage and support parents in their child's learning, e.g. joint Library visit, signposting to courses	<a href="#">EEF teaching and learning toolkit</a> shows that homework can have a positive impact of up to 3 months on primary aged pupils. Explicitly teaching independent strategies builds a child's resilience.	1, 3, 4

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

Budgeted cost: £47,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the <a href="#">DfE's Working together to improve attendance guidance</a> to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4, 5

improve attendance and punctuality and further developing partnership work with parents and other agencies.	<a href="#">National Improvement Hub: Improving outcomes for children through parental engagement and Pupil and Family Support(Feb2021)</a>	
Nurture group, ELSA sessions, extra-curricular clubs, Forest School, Forest Fusion to further support the wellbeing, independence and resilience of children.	<p>Through building a child's self-confidence they will achieve high attendance and in turn will feel more comfortable in participating in lessons giving them the opportunity for academic progress and personal growth.</p> <p>In the outdoor environment children are able to develop their confidence and find their voice which gives them an enhanced chance of success in the classroom too.</p> <p><a href="#">Making the scenic route to academic attainment via emotional wellbeing outdoors</a></p>	1, 2, 3, 4, 5
Subsidised school trips and visits and all disadvantaged children to be offered the opportunity to attend an after-school club each term.	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="#">Physical activity</a></p>	4, 5

**Total budgeted cost: £53,086**- this exceeds the funding received by £11,066, the excess will come from the main school budget.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*This details the impact that our Pupil Premium activity had on pupils in the 2024-2025 academic year.*

#### **Outcomes of 2025 KS2 SATs results:**

Writing: 70% (7/10) ARE or above

Reading: 100% (10/10 chn) ARE or above

Maths: 80% (8/10 chn) ARE or above

#### **Progress outcomes for Years 3 - 5 2024-2025**

##### **Year 3**

	Expected Progress	ARE+	GDS
Reading	6/8	6/8	1/8
Writing	7/8	3/8	1/8
Maths	8/8	7/8	1/8

##### **Year 4**

	Expected Progress	ARE+	GDS
Reading	7/9	4/9	
Writing	9/9	4/9	
Maths	8/9	5/9	1/9

##### **Year 5**

	Expected Progress	ARE+	GDS
Reading	9/9	5/9	1/9
Writing	8/9	5/9	
Maths	9/9	6/9	1/9

Absence rates were in the lowest 20% of all schools national (Government Report – ISDR 2025). All children were offered the chance to register for a club every term (priority early-bird booking given) which was paid for by the school. The pastoral provision continues to provide essential and beneficial support for our disadvantaged children by offering interventions and initiatives such as ‘Lunch Bunch’ lunch club, nurture club, Lego Therapy, TALA and ELSA sessions.

The school has an accurate understanding of each individual pupil’s needs and the aims of the Pupil Premium Strategy are in line with the aims and expectations in our School Improvement Plan.

The school continues to signpost Holiday Activities and Food (HAF) scheme to parents. The HAF programme funds healthy food and enriching activities in the school holidays to children who receive income-based free school meals.