

Pupil premium strategy statement Heacham Infant and PreSchool 26-27

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	70 YR-Y2
Proportion (%) of pupil premium eligible pupils (targeted FSM)	9/70 = 13%
Proportion (%) of expanded FSM pupils	11/70 = 16% Includes 1 in Preschool
Total of FSM	19/70 = 29%
Proportion (%) of targeted FSM with additional SEND needs	7/9 = 78%
Proportion of PLAC pupils	4/70 = 6 % (includes 1 private arrangement)
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Louise Jackson
Pupil premium lead	Ellie Jones
Governor / Trustee lead	Emma Champion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,642.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£24,642.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils within our local community, irrespective of their background or the challenges they face, access school, access enrichment benchmarks, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all pupils, including those that are disadvantaged, those with additional needs to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, previously looked after or have an Educational Health Care Plan. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching with warm interactions is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our objectives are to:

- Remove barriers to learning created by social and economic background. Sustain higher attendance for all pupils, including those with disadvantage overtime
- Improve attendance for those pupils who have additional needs to be in line with peers and national data.
- Ensure ALL pupils are taught the fundamentals early to enable them to have a strong start to EYFS and KS1 - reading fluently and with good understanding to enable them to access the breadth of the curriculum, writing letters and forming sentences, applying mathematical understanding.
- Work with families, early hub and send and community teams at an early stage to enable a strong partnership to support every child
- Develop confidence in children's ability to communicate effectively in a wide range of contexts, learn new vocabulary, and build their own social relationships using targeted oracy teaching and support.
- Ensure quality interactions, live marking and feedback builds understanding quickly; addressing misconceptions.
- Enable pupils to nurture their social and emotional wellbeing and to develop regulation and resilience.
- Access and track a wide range of enrichment opportunities to enhance knowledge and understanding of the world and raise aspirations, particularly for those who are vulnerable and face disadvantage.
- Maintain/sustain overtime outcomes at least in line with national averages

- Sustain a curriculum with planned links to the Enrichment and Gatsby benchmarks to instil a broad opportunities for future education, welling and skills pathways.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure there is a strong ethos of belonging for every child and family within school and community
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted support to quickly address identified gaps in learning.
- Target funding to ensure that all pupils, particularly those with disadvantage, FSM and additional needs, have access to quality teaching and are a target for writing support and, trips, residential visits and first-hand learning experiences to enrich their primary school experience
- Provide opportunities for all pupils to participate in enrichment activities including careers, sport, dance and music to ensure those facing disadvantage are an increasing proportion of pupils in our pupil leadership groups.
- Provide nurture to support pupils in their emotional and social development

Challenges

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

Challenge number	Detail of challenge
1	National and internal assessments indicate that attainment in reading/writing among disadvantaged pupils can fall below that of non-disadvantaged pupils.
2	Assessments, observation and discussions with pupils indicate that under-developed oral language skills and vocabulary gaps are more prevalent among our disadvantaged pupils than their peers; particularly on entry to the Early Years in speech, language and understanding. This is also having an impact on number, writing and spelling outcomes.
3	Our school is experiencing a higher prevalence of neuro diversity, dysregulation, social, emotional and mental health related conditions among pupils. This can mean that some pupils may need additional support in order to access the curriculum.

4	Our disadvantaged pupils do not always have the same experiences as our non-disadvantaged pupils. Therefore, it is important that our school continues to offer a range of enrichment opportunities in order to ensure access, not only to extended provision e.g. drop in but also wider opportunities, which are subsidised.
5	Some families find it difficult to engage and this can have an impact on the way in which they can support their child's learning/aspiration, including home reading, attending school events to find out how their child is progressing and workshops.
6	Attendance data at Infants over the last three years indicates that attendance among disadvantaged pupils has been lower in some years than for non-disadvantaged pupils. A proportion of our disadvantaged pupils, particularly those with additional needs have been persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 to achieve national expectations in progress and attainment	Our EYFS provision will support early intervention by design - to maximise progress in the prime and specific areas to ensure a strong start is given to every child, particularly those with lower starting points. KS1 continues to achieve their individual targets with the fundamentals in reading, writing and number as a particular focus. Regular pupil progress reviews and targeted support put in place as required. Pupils will maintain and sustain attainment in line with non-disadvantaged pupils/national averages RWM % (EXS/GDS), PSC, and GLD. Children will have access to small group, in class support In Y2 targeted support to attain PSC, particularly for those with higher need and disadvantage By the end of KS1 pupils will continue to achieve as highly in writing as they have in reading and mathematics, as teachers skillfully adapt provision and enable strong progress in grammar, spelling and punctuation. A specific strategy to use a sentence doctor to improve the fundamentals and connect this to well-structured writing lessons.
Children to have access to wider opportunities that meet the enrichment benchmarks 2026	Children will take part in enrichment experiences, including trust events. The percentage of pupils eligible for PP participating in each of the extracurricular clubs will be monitored. Teachers and

	Leaders will take active steps to increase participation where appropriate using the new enrichment tracker document. The EYFS/KS1 environment will be enriched to reflect cultural capital and raise expectations. Children will have increased art, dance and music lessons. Children will experience school trips/residential experiences beyond the familiar. Children will have accessed extracurricular activities which enhance the curriculum and support their future journey. Children will have careers opportunities; over and above 'currency', Little City, Life Skills workshops,, Apprenticeship Day, application forms for pupil leadership roles such as JLT and Head Pupils .
Improved parental engagement	Parents/carers will have access to regular workshops led by school such as reading cafes, life skills workshops, apprenticeship day. Parents/carers will have support from Family Hub, Family Practitioners, PINS NDS, Norfolk Adult Education, Mental Health Support Team, Family Voice and SEND and Community Team. Communication via Class Dojo, texting, newsletters, website enhance engagement. Parents will have further engagement in behaviour monitoring and the 'Heacham Way' on Bromcom.
Every teacher a teacher of SEND through a robust inclusion strategy	High quality teaching, high expectations, adaptations and scaffolds are in place for all SEND pupils to support learning; to give the right support at the right time. Leaders and Teachers champion Belonging and Inclusion. Staff understand a graduated response and reflect this in quality learning plans. Strong relationships with outside agencies working with children, staff and families are sustained. Maximise flexible provision and the environment to offer enhanced provision where there is recognised heightened need.
Improved % attendance	Regular scrutiny of VYED attendance reports with enable Leaders to analyse what we do and make changes Support first meetings will identify help for families to develop resilience and positive attitudes, making an impact on any ESBA present. Attendance lead will work closely with NCC through targeted support meetings and parents to offer support first and improve attendance through early intervention and work to remove barriers. Attendance of disadvantaged pupils particularly will be closely monitored, particularly those with additional needs. Attendance to be in line with national average and persistent absence is reduced.

Activity in this academic year 26-27

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: **£5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders design the CPD schedule and plan delivery in order to secure improved progress and attainment across the curriculum (with a particular focus on oracy and writing development – composition, grammar, spelling and handwriting). It supports the development of subject knowledge and aids in the recruitment and retention of new and existing staff. Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists and research from the EEF and Voice 21.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance related pay for teachers or lengthening the school day. Education Policy Institute, Evidence Review, 2020. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1,2
Heacham Infant support staff have access to regular training and support in the form of twilights, specific training days (e.g. RWInc), CPD videos and invites to staff meetings. This ensures that intervention compliments the quality first teaching and consistency in teaching and learning across the school	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. EEF, 2025 TA Guidance Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3
High-quality, challenging texts pervade the curriculum library and	Reading for pleasure leads to increased attainment. Clark	1,2,4, 5

classrooms. Reading passports promoted/showcased routinely and book spine (class texts) shared with staff during CPD session to promote 'Reading for Pleasure' with 2026 being the 'National Year of Reading' led by the National Literacy Trust. Reading sessions overseen by Reading Ambassador and English Lead at least twice every half term. CPD for Reading Ambassadors provided by English Lead. Impact of new Salford Reading Age Assessments monitored. Reading for Pleasure promoted and new reading records tracked weekly.	and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. (DfE – Research Evidence on Reading for Pleasure) https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure https://literacytrust.org.uk/about-us/national-year-of-reading-2026/ Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly assigned. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	
Staff at Heacham benefit from oracy, questioning and vocabulary CPD (with reference to the oracy toolkit and SALT Champions), through INSET and additional CPD sessions, in order to enhance outcomes for pupils across the school in vocabulary, reading, writing and wider curriculum. Voice 21 and EEF used to train all staff.	EEF Teaching and Learning Toolkit – Oral Language Interventions suggests that training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://voice21.org/oracy-across-the-curriculum-the-evidence/ https://www.ptsa.uk/wp-content/uploads/2019/09/IMPACT-ARTICLE-SEPTEMBER-2019.pdf	1,2,3,4

Teachers and support staff will spend lessons prioritising intervention provision, precision teaching, communication aids, and feedback to pupils through widgit, Pecs, live marking and assessment to celebrate success and to respond to misconceptions during the sessions, linking to the Rosenshine principles.	Providing feedback is well-evidenced and has a high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://support-for-early-career-teachers.education.gov.uk/teach-first/year-1-what-makes-classroom-practice-effective/spring-week-3-ect-theory/	1, 3
Staff will access enhanced CPD to match their career stage such as DFE Excellent EYFS teacher course NPQs and Inclusion Strategy Support, including: • Julian Teaching School HUB • Step Lab • EEF Supporting School Attendance - reflection and planning tool. EEF Guide to Inclusive Teaching	Teachers in EYFS are vital to a community and for strong foundations for every child https://www.gov.uk/government/publications/giving-every-child-the-best-start-in-life EEF's suite of guidance reports, to support school leaders in reflecting upon and developing strategies to tackle pupil absence and improve attendance. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching#	1, 2, 3, 4, 5, 6

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

Budgeted cost: £6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heacham Infant School will further develop its speaking/reading/phonics strategy with ongoing support from RWInc specialist and The Wensum Hub (post our graduation in 2026) to ensure all children can learn to read and read to learn. This will ensure that no child is left behind, including the lowest 20%, sustaining achievement for all (100% 2025-26 PSC pass). Teachers and TAs receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS2 on a daily basis: Read Write Inc Phonics (EYFS-LKS2) and Read Write Inc Fresh Start (UKS2). Parents will be provided with information, training and support	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. If an older reader is struggling with decoding, phonics approaches will still be appropriate. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3, 5
Pupils at Heacham Infant School will benefit from small group, school led tuition. Precision teaching to fill pupil gaps and pre-teaching to support inclusion, build confidence and support cognitive development. This includes outside agencies such as 'Colourful Semantics.'	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. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more	1, 2, 3

	effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions	
All pupils to benefit from support in learning multiplication tables. Use of precision teaching, promoting across year groups and use of Times Table Rockstars, Rockstar Day and multiplication resources to promote and track progress, particularly in years 2-4.	Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil. (Hasselbring, Lott & Zydney, 2005) https://www.cambridgemaths.org/Images/espresso_1_learning_and_assessing_times_tables.pdf Learning, using and applying multiplication facts: https://my.chartered.college/impact_article/learning-using-and-applying-multiplication-facts-insights-from-research/	1
Utilise teaching assistants to develop targeted writing intervention and support in class (composition, grammar and spelling) working with the guidance and support of the English Lead	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants John Hattie's Visible Learning – high effect size in relation to response to intervention. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	1, 2, 3
Use Wellcomm baseline data to implement Wellcomm speech and language intervention to improve oral language skills and expressive vocabulary in addition to speech and language support from outside agencies.	Research shows that speech and language have a massive impact on daily life, shaping education, mental health, and social success. When people face communication challenges, it can lead to lifelong struggles with learning, jobs, and building friendships. Children with speech or language difficulties are up to 11 times more likely to fall behind in core school subjects. Studies from organisations like Speech and Language UK show that children with poor communication skills make up nearly half of all youth mental health referrals. https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-	2, 3

	agenda-themes-priority-areas/research-agenda-theme-early-language https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-tool-kit https://viridis-schools.co.uk/wp-content/uploads/2019/03/What-is-the-impact-of-Wellcomm-a-speech-and-language-intervention-on-language-development-in-the-Early-Years.pdf	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the enrichment benchmarks using our defined strategy to track core opportunities for each child and promote equity across the school community	Ensuring that every child can experience breath of knowledge and skills through additional opportunities is DFE objective Ensuring all children are identified as potentially NEET to overcome barriers https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges/enrichment-benchmarks	4,5
Further enhance our behaviour curriculum and the 'Heacham Way' by maintaining warm relationships with firm boundaries and logging on Bromcom system. Effectively promote parental engagement with this system to celebrate pupils at our school; raising sense of belonging, aspirations and attendance.	The Education Endowment Foundation (EEF) highlights a strong, direct link between pupil behaviour, attendance, and academic attainment. Proactive, supportive school cultures that focus on belonging, positive relationships, and addressing root causes rather than just surface symptoms are proven to be the most effective ways to improve both attendance and behaviour outcomes. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	5, 6

Further enhance social and emotional provision through our pastoral and attendance practitioner who is ELSA trained. Continue to fully utilise creative and outdoor provision to support increased confidence, mental health for targeted pupils so they are ready to learn in the classroom.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 6
Sustain support from NHS MHT via targeted pupil work with identified pupils and parents, assemblies and transition support as pupils move into next stage	Mental Health Support Teams (MHSTs) —also commonly referred to as mental health teams (MHTs) in education—have a statistically significant, positive impact on the wellbeing, attendance, and culture of school environments https://www.gov.uk/government/news/record-numbers-of-children-with-mental-health-support-in-schools	3, 4, 6
Maintain good links with agencies to support families and pupils, including: Community and Partnership Team, Early Help and the SEMH Team, NCC SEND and Inclusion Team and specialist resource bases, Play Therapy, Mind and Mood sessions	EEF research suggests that interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months). https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing	3, 4, 5, 6
At Heacham we will build on our curriculum with additional strategies to broaden pupil access to enrichment and careers via Gatsby benchmarks, culture and diversity, raising aspirations and developing economic awareness in line with non-disadvantaged pupils. This ensures that enrichment is maximised, Music Tuition Trips/Visits, Arts participation, Extracurricular clubs, Boosters, Sports events,	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention (+3 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. (+3	3, 4, 5

Apprenticeship Day, Sports Coaches, Life Skills, competitions and Trust events	months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Ensure support is available for families in crisis. School led EHAP, Early Help Referral Hub ECFS Signposting, e.g. Just One Number Parenting programmes, e.g. Triple P, Solihull, Freedom Programme and Circle of Security	Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Triple P can lead to improvements in children's behaviour. It is believed that strategies within the programme could lead to improvements in children's language development. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/level-4-group-triple-p-positive-parenting-program	1, 5, 6
Continued targeted provision/early intervention in place for vulnerable pupils to support with mental health and wellbeing. This fosters relationships and ensures that pupils are ready to learn. Promoting Nurture Space/ELSA Mental Health MHST Domestic Abuse Champion Anna Freud Wellbeing Jigsaw PSHCE Curriculum supplemented with No Outsiders, Pol Ed	EEF suggests that effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	3, 5, 6
Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and the school website. Promote Learning with Parents. Parents invited to events such as World Book Day, Cafes, Apprenticeship	Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5, 6

Day, Life Skills and attendance is tracked on Bromcom.		
The monitoring of attendance will follow the EEFs 6 evidence based themes as outlined in the evidence based research. Pastoral and Attendance Lead supported by SLT. Early Intervention will be put in place as required in line with NCC guidance. Pupils play an active role in attendance; 'Attendance Armadillo' and JLT developing HERO approach with ELT.	The EEF suggest that improving attendance requires different approaches in different contexts. They state that there are, however, some common overarching principles that can inform attendance strategies. (6 evidence based strategies). 1.Build a holistic understanding of pupils and families, and diagnose specific needs 2.Build a culture of community and belonging for pupils 3.Communicate effectively with families 4.Improve universal provision for all pupils 5.Deliver targeted interventions to supplement universal provision 6.Monitor the impact of approaches https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance-a-new-tool-for-reflection-and-planning	1, 5, 6

Pupil Premium Strategy Heacham Infant and Preschool



Review of outcomes 2025-26

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Children to achieve national expectations in progress and attainment

EYFS

In Reception, the final Good Level Of Development was 71.4% with 14.4 ELG at Expected for every child. This is in line with National Outcomes, a slight drop from 2025 but cohort context means when outlying pupils are removed data is in line with National Averages

Disadvantaged outcomes are 5/7 attained a GLD which is 71.4%.

PSC

In Y1 the Phonic score check is 84% which has increased since 2025 and is just above national average at 82%. In Y1, Disadvantaged outcomes show 5 out of 6 children attained a pass which is 83%.

In Y2 the PSC was below average at 40% which is 2 out of 5 passing in Year 2 (NA 52%) with a context related to individual cohort need. These 5 pupils were all disadvantaged with a high need cohort. The three who have not passed - 1 has been placed at special school and 2 more continue to increase early reading in KS2 with continued RWI phonic teaching and reading practise.

Leaders remain resolute in continuing to raise standards for all pupils through rigorous monitoring and high expectations, regardless of disadvantage.

Next Steps:

- 1 Monitor new systems for assessing reading ages and use this to provide targeted intervention and support. Continue to target effectively those children from day 1 using RWI to develop confident decoding and sight recognition of phonemes to read words fluently.
- 2 Increase the GLD above 75% in line with DFE expectations for cohort 26-27 with quality interactions, targeted support and focus on vocabulary and self regulation.
- 3 Develop wellbeing, belonging and self-confidence by establishing a reading routine that fosters joy, peer connection and confidence through shared storytelling and personalised book choices.
- 4 Improving attendance for all pupils, particularly those with additional needs is a continuing priority. Aim to maintain improved PP attendance in line with our ABIE target taken from the similar schools report - 96%

Children have access to wider opportunities - Pupils had access to a range of wider opportunities this academic year including: Y2 swimming lessons, whole-school Sports Day, Sports Council (including SSP meetings), Trust sports events such as dance festival, KS1 sports festivals and cluster competition events.

Life Skills taught have included: crossing the road safely, getting socks, tights and shoes on, making a sandwich and pouring drinks, using a knife and fork.

Trips and visitors have included:

Reverend Wilson, trips to St Marys Church, Hunstanton RNLI, Speak safe NSPCC, Zoo Lab, Police, visits to Sandringham, walks in local area, Digital Warriors Mr Kirwan from HJS.

Assemblies have included:

Celebration assemblies and singing assemblies. Some assemblies have been taken from the Enrichment Map and have included: International Peace Day, World Animal Day, World Smile Day, World Kindness Day, Bonfire Night, Remembrance, Universal Children's Day, Go Green Week and Safer Internet Day. These have been complimented by No Outsiders assemblies in class which are weekly.

Trust/school events and workshops have included:

Mental Health Week, West Norfolk Academies Trust Summer Music Concert, World Book Day, Dance Festival, Apprenticeship Day and the KS1 Spelling Bee.

Fundraisers have included: Christmas Jumper Day, Red Nose Day, Hello Yellow and our annual Christmas fair.

Improved parental engagement - Parental engagement continues to thrive through parents' evenings, school events, workshops, trips and extra-curricular clubs. The PTA has successfully hosted events, including a well-attended Christmas Fair. Engagement via Class Dojo remains positive, and newsletters along with knowledge organisers are shared every half term to strengthen the home-school partnership. The autumn term parent survey was very positive with 100% recommending Heacham Infant School because pupils are happy and feel safe. Parents attend Trust music events, are invited into school for Life Skills, Apprenticeship Day, World Book Day and attendance is tracked.

Every teacher is a teacher of SEND – Regular planned CPD has supported staff development and enhanced our offer to pupils. Autumn term: script review, INDES and learning plans, lowest 20% technology and handwriting. Julie Stewart delivered training on SEND support specifically for Comic Strip conversations to gain and understand pupil voice. . Extra CPD has been delivered on how to adapt learning, use Widgeit, etc. Spring term CPD has been planned to support teachers in writing learning plans and how to audit these. CPD on the development of the teaching of other subjects was delivered in the autumn, along with the use of AI in schools. Spring term: SALT, Wellcomm, planning adaptations and learning plan reviews. Summer term: Fundamentals, mental health team, adapting plans for pupils at PKS and using teaching assistants effectively.

Adaptions are in place for all SEND pupils to support learning. These include visual timetables, targeted interventions, sensory circuits, widgeit timetables, busy boxes, chair bands, wobble cushions, brain breaks (including gardening), pastoral support, enlarged lines and squares in books, pens, coloured pages, overlays, emotion cards, social stories.

SEND team work alongside staff to ensure planned adaptations are in place and continue to be effective. Screening completed as required and outcomes/suggestions for support shared with staff. Professional reports shared via provision mapping – outcomes feed into learning plan targets. Learning plans are on provision mapping and are reviewed/renewed every term (children and families are part of this process and their views are captured).

Improved % attendance - Attendance on the ISDR for 25-26 stands as close to average at 94.4% for all pupils, while attendance for disadvantaged pupils (PP) is 93.5% (national is 92.3%). Sen attendance is lower at 91.4%. . Improving attendance, particularly for those pupils with disadvantaged and SEND, will remain a key focus in 2026–27 as research indicates that three-quarters of schools in England identify poor

attendance and low reading levels as the most significant barriers to academic achievement among socio-economically disadvantaged pupils.