

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.