

# **Pupil premium strategy statement Heacham Infant and Preschool**

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**

<b>Detail</b>	<b>Data</b>
Number of pupils in school	103 YR-Y2 =75 YN =29
Proportion (%) of pupil premium eligible pupils	EYPP= 4/29 14% YR- Y2= 20/75 27%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Louise Jackson
Pupil premium lead	Ellie Jones
Governor / Trustee lead	Barbara Herring

## **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£ 32,200
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£ 32,200

# 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, 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 to achieve that goal, including progress for those who are already high attainers. We will consider and overcome the challenges faced by vulnerable pupils, such as those who have a social worker, Looked After or 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. Increase attendance and attainment.
- 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, mathematical understanding.
- Develop confidence in children's ability to communicate effectively in a wide range of contexts, learn new vocabulary, and build their own social relationships.
- 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 a wide range of enrichment opportunities to enhance knowledge and understanding of the world and raise aspirations.
- Offer a curriculum with planned links to the Gatsby benchmarks to instil career opportunities for future education.

Achieving our objectives:

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

- 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 have access to quality teaching, trips, residential visits and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including careers, sport and music.
- 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 writing among disadvantaged pupils is generally below that of nondisadvantaged 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 writing, number and spelling outcomes.
3	Our school is experiencing a higher prevalence of neuro diversity, dysregulation and 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 Heacham Infant School over the last three years indicates that attendance among SEN/disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. A proportion of our disadvantaged pupils with additional needs, such as Educational Health Care Plans have some exceptional circumstances to analyse. Reflections on our PP strategy show enhanced provision bases will improve attendance. These have been added to the provision this year and will be used for a significant cohort with need.

## 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	<ul style="list-style-type: none"> <li>Our EYFS provision supports early intervention 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.</li> <li>Pupils will attain in line with non-disadvantaged pupils/national averages GLD and PSC %</li> <li>Across subjects in EYFS and KS1 all children will show progress- sometimes in smaller steps</li> <li>Children will access quality teaching and planned provision in a whole class, small group or individual</li> </ul>
Children to have access to wider opportunities	<p>Children will take part in enrichment experiences, including trust events. The percentage of pupils eligible for additional funding participating in each of the extracurricular clubs will be monitored and SLT will take active steps to increase participation where appropriate.</p> <p>The EYFS and KS1 environment will be enriched to reflect cultural capital and raise aspirations.</p> <p>Children will experience school trips beyond the familiar.</p> <p>Children will have accessed extracurricular activities which enhance the curriculum and support their future journey.</p>
Improved parental engagement	<p>Parents/carers will have access to regular workshops led by school such as reading cafes, life skills workshops</p> <p>Parents/carers will have support from Family Practitioners, Norfolk Adult Education, NHS Mental Health Support Team, Family Voice and SEND and Community Team, PINS NDS services, Communication via Class Dojo, texting, newsletters, website enhance engagement.</p> <p>Increase strong relationships with the school community via PTA.</p>
Every teacher a teacher of SEND	<p>Adaptations and differentiations are in place for all SEND pupils to support learning.</p> <p>Leaders and teachers champion inclusion and understand a graduated response and reflect this in quality learning plans.</p> <p>Strong relationships with outside agencies working with children, staff and families are sustained.</p> <p>An enhanced provision is available to provide bespoke support where there is a recognised heightened need.</p>
Improved % attendance	Regular scrutiny of Vyed Attendance reports will enable SLT to reflect on comparisons to other schools and consider changes to what we do.

	<p>Support first meetings will identify help for families to develop resilience and positive attitudes - increasing confidence where there is school based avoidance.</p> <p>Attendance lead will work closely with TSM with NCC and parents to support improved attendance through early intervention and support.</p> <p>Attendance of vulnerable pupils will be closely monitored and policy followed</p> <p>Attendance aim – in line with national average – persistent absence is reduced.</p>
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## Activity in this academic year 25-26

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: £ 14,750

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

Budgeted cost: £22,500

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

Budgeted cost: £15,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT design the professional development 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, handwriting and spelling) CPD supports the development of subject knowledge and aids in the	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.	3,4

<p>recruitment and development of new and existing staff. Leaders at all levels contribute to these sessions with INSET days involving experts from other schools and subject specialists.</p>	<p><a href="https://epi.org.uk/publicationsand-research/the-effects-of-high-qualityprofessional-development-on-teachersand-students">https://epi.org.uk/publicationsand-research/the-effects-of-high-qualityprofessional-development-on-teachersand-students</a></p>	
<p>Heacham support staff have access to regular training and support in the form of twilights, specific training days (e.g. Adaptons for SEND), 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</p>	<p>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.</p>	<p>3,4</p>
<p>High-quality, challenging texts pervade the curriculum library and classrooms. Reading passports promoted/showcased routinely and book spine (class texts) shared with staff during CPD session to promote 'Reading for Pleasure'.</p>	<p>Reading for pleasure leads to increased attainment. Clark 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) <a href="https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</a> 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/peer-tutoring</a></p>	<p>3,4,5</p>
<p>Staff at Heacham benefit from oracy and vocabulary CPD (with reference to the oracy toolkit and SALT Champions), through INSET and additional CPD sessions, in order to</p>	<p>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</p>	<p>1,2,3,4</p>

<p>enhance outcomes for pupils across the school in vocabulary, reading, writing and wider curriculum.</p>	<p>the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oral-language-interventions</a></p>	
<p>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.</p>	<p>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).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback</a></p>	3,11
<p>New staff, including ECT and pastoral and The Early Career framework will provide additional support to Early Career attendance lead, will benefit from a programme of CPD and support, including:</p> <ul style="list-style-type: none"> <li>• Julian Teaching School HUB</li> <li>• Step Lab</li> <li>• EEF Supporting School Attendance - reflection and planning tool.</li> <li>• NCC Attendance Toolkit</li> <li>• WNAT ECT CPD</li> </ul>	<p>Teachers (ECTs) during their first two years of teaching, which includes training, materials and a dedicated mentor who will support ECTs to develop.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/earlycareer-support-online-teacherdevelopmentary">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/earlycareer-support-online-teacherdevelopmentary</a> The EEF state that improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies. We have brought these principles together as evidence informed themes, each drawing upon recommendations from the EEF's suite of guidance reports, to support school leaders in reflecting upon and developing strategies to tackle pupil absence and improve attendance.  <a href="https://d2tic4wvo1i.usb.cloudfront.net/production/documents/guidance/supporting_school_attendance_-_reflection_and_planning_tool">https://d2tic4wvo1i.usb.cloudfront.net/production/documents/guidance/supporting_school_attendance_-_reflection_and_planning_tool</a></p>	4
<p>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</p>	<p>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).</p> <ol style="list-style-type: none"> <li>1. Build a holistic understanding of pupils and families, and diagnose specific needs.</li> <li>2. Build a culture of community and belonging for pupils</li> <li>3. Communicate</li> </ol>	3,4,5

place as required in line with NCC guidance.	<p>effectively with families</p> <p>4.Improve universal provision for all pupils</p> <p>5.Deliver targeted interventions to supplement universal provision</p> <p>6.Monitor the impact of approaches</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	
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## **Review of outcomes**

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

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

**Children to achieve national expectations in progress and attainment** - Outcomes in the phonics screening check in Year 1 this academic year were as follows: 79% (19/24 all pupils) this is in line with the national average of 80%. Outcomes were lower for our disadvantaged pupils with 3/8 passing the check (38%). Of this group, 3 pupils have SEN - 1x EHCP (awaiting specialist provision) and 1x medical needs (this pupil has had significant absence due to surgery). Furthermore, one pupil joined the school in late spring.

In EYFS, the cohort (all pupils) 17/23 (74%) achieved a Good Level of Development (GLD). This is above the national average in 2024 (67%). Disadvantaged attainment was 2/4 (50%) GLD (within 1 child of NA).

**Next Steps:** To further close the gap between disadvantaged and non-disadvantaged pupils in 25-26, a combination of interventions targeting individuals and groups, 1:1 booster sessions and in-class focus groups will continue, alongside quality first teaching. RWI Catch Up/Fast Track used to target lowest 20%, including PP.

The ambition is that all pupils achieve equally well in writing as they do in reading and mathematics, with teachers effectively tailoring instruction to support strong progress in grammar, spelling, and punctuation.

**Children to have access to wider opportunities** - Pupils have benefited from a diverse range of trips including trips to Kings Lynn museum and Sandringham house, workshops, and enriching experiences, including poetry recitals, Anti-Bullying Week, World Book Day, and a school book fair. Fundraising activities have included Christmas Jumper Day and Children in Need. Health and fitness opportunities have taken place as well as dance workshops led by Tracey Bower and Helen Batteley. Our Sports Council representatives have taken part in SSP meetings to help organise spring and summer term sporting events. Additionally, pupils have participated in cluster events and enjoyed swimming lessons. On average, disadvantaged pupils have accounted for 25% of pupils participating in key events and enrichment opportunities.

**Improved parental engagement** - Parental engagement continues to thrive through parents' evenings, school events, trips and extra-curricular clubs. The PTA has successfully hosted events, including a well-attended teddy bears' picnic and a colour run, with strong participation. Engagement via Class Dojo remains positive, and newsletters along with knowledge organisers are shared every half term to strengthen the home-school partnership.

**Every teacher 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. Spring term: SALT, Wellcomm, planning adaptions 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. SEND team work alongside staff to ensure planned adaptions 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 for Reception to Year 2 so far this year stands at 93.3% for all pupils, while attendance for disadvantaged pupils (PP) is 88.6%, falling below both the whole-school figure and the national average of 93.3%. Improving attendance will remain a key focus in 2025–26 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.

### **Children to achieve national expectations in progress and attainment -**

Next Steps:

- 1 Maintain small group intervention/boosters/1:1 tutoring.
- 2 Embed fundamental strategies to further increase writing outcomes, ensure every child can hold a pencil, correctly orientate and form letters and speak, read, write sentences. To apply fundamentals in mathematics through increased outcomes in number, number pattern, number bonds, doubles and tables.
- 3 Aim to maintain GLD and PSC above national averages with effective targeted provision, particularly in EYFS to provide effective early intervention.
- 4 Maintain move up, stay up as this helps teachers to plan for small group support/booster sessions and interventions to help reduce this gap quickly from day one.

**Children have access to wider opportunities** - Pupils had access to a range of wider opportunities this academic year including: swimming lessons, whole-school Sports Day, Sports Council (including SSP meetings), a range of Cluster Events, e.g. KS1 sports, dance and area competitions.

Life Skills taught have included: crossing the road safely, using a knife and fork, toileting, coats, getting dressed sandwiches, brushing teeth.

Trips and visits have included: Hunstanton sealife centre, Sandringham House and Gardens, FlagFen outdoor centre, Sainsbury Centre in Norwich.

Assemblies have included: Celebration assemblies and singing assemblies. Some assemblies have been taken from the Enrichment Map and have included: Stay and Speak Safely NSPCC, 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.

Trust/school events and workshops have included: Mental Health Week, West Norfolk Academies Trust Carol Concert, World Book Day, West Norfolk Academies Trust Dance Festival, Little City Apprenticeship Day and move up/stay up. Fundraisers have included: Christmas Jumper Day, Red Nose Day and our annual Christmas fair. On average, disadvantaged pupils have accounted for between 40%-60% of pupils participating in key events and enrichment opportunities.

**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.

**Every teacher 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 comic strips and social stories with Michelle Seymour delivering on Communication Symbols. Extra CPD has been delivered on how to adapt learning, SALT Champions, use Widgit, etc. Spring term CPD has been planned to support teachers in writing learning plans. 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 adaptions 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. SEND team work alongside staff to ensure planned adaptions 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 -** Current attendance is complex due to some complex additional need. Several families who have joined us from our local community have a history of school avoidance and CME. We have higher than average numbers of children with an EHCP. We work with agencies to support these children - including the Specialist Outreach Team from Norfolk County Council. With filtering 6 pupils, our in year attendance stands at 94.9% for all statutory age pupils. With the filtered data, disadvantaged children attend at 95.8%

Improving attendance, particularly for those with an EHCP and historical avoidance/CME will remain a key focus in 2025–26 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.