

Pupil premium strategy statement 2024-25



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Heacham Infant and Nursery School
Number of pupils in school	69 (YR-Y2)
Proportion (%) of pupil premium eligible pupils	17% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Louise Jackson Headteacher
Pupil premium lead	Emma Hunt Deputy Headteacher
Governor / Trustee lead	Barbara Herring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,760

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils both within school and nationally is closed. To ensure that pupil premium children gain the social and emotional skills to access the knowledge curriculum and develop a love of learning.

To identify the challenges that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- ✓ Remove barriers to learning created by social and economic background
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to nurture their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

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 trips, residential visits and first hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including 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 among disadvantaged pupils is generally 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. This is having an impact on communication and language, as well as writing and spelling.
3	Our school is experiencing a higher prevalence of 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. after-school clubs but also wider opportunities which are subsidised.
5	Our attendance data over the last three years indicates that attendance among disadvantaged pupils remains approximately 1%, slightly lower, than non-disadvantaged pupils. This remains an area to monitor closely as studies show that poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement. (EEF)

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"> Pupils achieve as highly in writing as they have in reading and mathematics, as teachers skilfully adapt provision and enable strong progress in grammar, spelling and punctuation. KS1 to continue to achieve EXS/GDS to meet their individual targets. Regular pupil progress reviews and targeted support put in place where appropriate.

	<ul style="list-style-type: none"> • Pupils will attain in line with non-disadvantaged pupils/national averages RWM %, PSC and GLD. • Children will have accessed small group, in class support.
Children to have access to wider opportunities	<ul style="list-style-type: none"> • 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 and SLT to take active steps to increase participation where appropriate. • Children will experience school trips, workshops and experiences • Children will have accessed extracurricular activities (including after school clubs) which enhance the curriculum and support their future journey.
Improved parental engagement	<ul style="list-style-type: none"> • Parents/carers will have access to regular workshops • Communication via Class Dojo, newsletters, website and Twitter will enhance engagement.
Every teacher a teacher of SEND	<ul style="list-style-type: none"> • Adaptions are in place for all SEND pupils to support learning.
Improved % attendance	<ul style="list-style-type: none"> • Attendance lead will work closely with parents to support improved attendance through early intervention and support. • Attendance of disadvantaged pupils will be closely monitored. • Attendance aim – in line with national average – persistent absence is reduced.

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: £6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Staff CPD is planned and delivered routinely in order to develop subject knowledge and support recruitment and retention of new and existing staff.</p> <p>Senior leaders design the schedule and plan delivery in order to secure improved progress and attainment across the curriculum (with a particular focus on writing development – composition, grammar, spelling and handwriting).</p> <p>Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>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.</p> <p>Education Policy Institute, Evidence Review. https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students</p>	<p>1, 2</p>
<p>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.</p> <p>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)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2</p>
<p>High-quality, challenging texts pervade the curriculum library and classrooms.</p> <p>Reading passports promoted/showcased routinely and book spine (class texts) shared with staff during</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)</p> <p>https://assets.publishing.service.gov.uk/medi</p>	<p>1, 2, 4</p>

<p>CPD session to promote 'Reading for Pleasure'.</p> <p>Peer reading sessions overseen by Reading Ambassador and English Lead at least twice every half term.</p> <p>CPD for Reading Ambassadors provided by English Lead.</p>	<p>a/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	
<p>Staff benefit from oracy and vocabulary CPD (with reference to the oracy toolkit), through INSET and additional CPD sessions, in order to enhance outcomes for pupils across the school in vocabulary, reading, writing and wider curriculum.</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.</p> <p>The average impact of oral language interventions is approximately an additional six months progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 3, 4
<p>Teachers and support staff will spend lessons prioritising feedback to pupil through live marking and assessment to celebrate success and to respond to misconceptions during the sessions.</p>	<p>Providing feedback is well-evidenced and has 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).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2
<p>Programme of CPD and support for new staff including pastoral and attendance lead/ ECTs to include:</p> <ul style="list-style-type: none"> • Julian Teaching School HUB • Step Lab • EEF Supporting School Attendance - reflection and planning tool. • NCC Attendance Toolkit 	<p>The Early Career framework will provide additional support to Early Career Teachers (ECTs) during their first two years of teaching, which includes training, materials and a dedicated mentor who will support ECTs to develop.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support-online-teacher-developmentary</p> <p>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</p>	1, 2, 3, 5

<ul style="list-style-type: none"> NCC training and webinars 	<p>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.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/producton/documents/guidance/supporting_school_attendance - reflection and planning tool</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain impact of reading/phonics strategy with support from RWInc specialist and The Wensum Hub to ensure all children can learn to read and read to learn. This will ensure that no child is left behind, including lowest 20%, raising achievement for all. Teachers and TAs receive training and coaching to follow a structured programme: Read Write Inc Phonics and I:I tutoring.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>
<p>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.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>John Hattie's Visible Learning – high effect size in relation to response to intervention.</p>	<p>1, 2</p>

	https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	
One to one, or small group, school led tuition. Precision teach to pupil gaps. Social and emotional support.	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 effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
All pupils to benefit from support in learning multiplication tables. Times Table Rockstars	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	1
Booster and intervention sessions primarily aimed at disadvantaged pupils in Reading, Writing, GPS and Maths.	EEF suggests that before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than any other types of extended provision. Impact +3 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2

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

Budgeted cost: £7,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Further enhance social and emotional provision through the recruitment of a new pastoral and attendance practitioner.</p> <p>Continue to fully utilise Forest School provision to support increased confidence, mental health for targeted pupils so they are ready to learn in the classroom.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4</p>
<p>Maintain good links with agencies to support families and pupils, including: Community and Partnership Team, Early Help and the SEMH Team</p>	<p>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).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4</p>
<p>Ensure that enrichment is maximised for disadvantaged pupils to broaden their experiences, raise aspirations and cultivate economic awareness in line with non-disadvantaged pupils.</p> <p>Trips/Visits, Arts participation, Extra-curricular clubs, Boosters, Sports events, Apprenticeship Day.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention (+3 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>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 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3, 4, 5</p>
<p>Ensure support is available for families in crisis.</p> <p>School led EHAP Early Help Referral</p>	<p>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.</p>	<p>3, 4</p>

<p>Help Hub ECFS Signposting, e.g. Just One Number Parenting programmes, e.g. Triple P, Solihull, Freedom Programme and Circle of Security</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/level-4-group-triple-p-positive-parenting-program</p>	
<p>Continued targeted provision/early intervention in place for vulnerable pupils to support with mental health and wellbeing. This fosters positive relationships and ensures that pupils are ready to learn.</p> <p>Nurture Space Mental Health Domestic Abuse Champion Anna Freud Wellbeing Toolkit Boxall Profiling</p>	<p>EEF suggests that effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	3
<p>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.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
<p>The monitoring of attendance will follow the EEFs 6 evidence based themes as outlined in the evidence based research.</p> <p>Pastoral and Attendance Lead supported by SLT.</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). 1.Build a holistic understanding of pupils and families, and diagnose specific needs.2.Build a culture of community and belonging for pupils3.Communicate effectively with families4.Improve universal provision for all</p>	3, 4, 5

<p>Early Intervention will be put in place as required in line with NCC guidance.</p>	<p>pupils5.Deliver targeted interventions to supplement universal provision6.Monitor the impact of approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	
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Total budgeted cost: £17,760

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attainment in phonics, reading, writing and maths												
				All		PP						
EYFS		16/23		70		50 (3/6)						
Y1 Phonics		19/20		95		100 (2/2)						

Y1	R	ALL %	PP % (2)	W	ALL %	PP % (2)	M	ALL %	PP % (2)	R/W/M	ALL %	PP % (2)
EXS	19/20	95	100	16/20	80	100	19/20	95	100	16/20	80	100
GDS	2/20	10	50	1/20	5	0	2/20	10	0	1/20	5	0

Y2	R	ALL %	PP % (11)	W	ALL %	PP % (11)	M	ALL %	PP % (11)	R/W/M	ALL %	PP % (11)
EXS	21/27	78	64	17/27	63	45	21/27	78	64	17/27	56	45
GDS	6/27	22	0	6/27	22	0	7/27	26	0	4/27	15	0

Outcomes were strong in Year 1 with 95% (all pupils), 100% (disadvantaged pupils) passing the Phonics Screening Check. Disadvantaged pupil attainment was above that of all pupils across subjects.

In EYFS, the cohort (all pupils) 70% achieved a Good Level of Development (GLD). Disadvantaged attainment was below this, 50% (3/6). The 3 pupils that did not achieve GLD have significant needs - 1x EHCP (awaiting specialist provision), 1x medical needs (this pupil has had significant absence due to hospitalization following surgery).

In Year 2, 7/11 disadvantaged pupils achieved the expected standard in reading and mathematics. Writing outcomes have had a significant impact on outcomes for both disadvantaged and non-disadvantaged pupils.

Next Steps:
 Small group interventions, boosters and in class focus groups, in addition to quality first teaching to further close the gap between disadvantaged pupils and non-disadvantaged. Pupils achieve as highly in writing as they have in reading and mathematics, as teachers skilfully adapt provision and enable strong progress in grammar, spelling and punctuation.

Low attainment on entry to the Early Years Foundation Stage in speech, language and communication

Interventions, including SALT, continue to be delivered by staff. Pastoral/SEMH support has been used to target individuals and groups.

In class support/intervention has benefitted targeted individuals and groups, which has helped with the attainment across some year groups. RWI Catch Up/Fast Track training has been completed to target lowest 20%, including PP.

Access to wider opportunities

Pupils have had a wide range of trips, workshops and experiences including, Poetry recitals, Anti-bullying week, World Book Day and a School Book Fair. Fundraisers have included Christmas Jumper Day and Children in Need. Health and fitness experiences have included visits from Tracey Bower and Helen Batteley (dance workshops). Our Sports Council representatives have attended SSP meetings to organise sporting events in the summer term. Pupils have attended Cluster Events and have enjoyed swimming lessons.

Parental Engagement

Parental engagement continues to flourish with parent's evenings, events, trips and extra-curricular clubs. The PTA have hosted events, including a teddy bear' picnic, which have been fully attended and they have had good representation. Engagement on Class Dojo remains good. Newsletters and knowledge organisers have been sent home every half term to promote home/school links.

Attendance

Attendance this year to date (Rec-Y2) All: 93.94%, PP 92.80% National: 92.8%. PP attendance is broadly in line with all pupils and in line with national figures. Attendance meetings have continued to support disadvantaged pupils this academic year. Attendance will remain a focus for monitoring in order to help maintain or improve outcomes as studies show that three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Testbase	AQA
Online Reading Quizzes	Accelerated Reader

English Hub Support	Wensum English Hub
RWI Phonics	Read Write Inc
Times Table Rockstars	Maths Circle Limited
Learning With Parents Platform	Learning With Parents