



# Pupil premium strategy statement – Headley Park Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of pupils in receipt of pupil premium funding.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupils in receipt of pupil premium funding in the last academic year.

## School overview

Detail	Data
Number of pupils in school	429 (including nursery)
Proportion (%) of pupil premium eligible pupils	<b>Year one:</b> 20.1% <b>Year two:</b> 22% <b>Year three:</b> 23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 - 2024/25 (Year three)
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jessica Swain (Headteacher)
Pupil premium lead	<b>Year one:</b> Jessica Lewsley (Deputy Headteacher) <b>Year two:</b> Katie Meaker (Assistant Headteacher) <b>Year three:</b> Katie Meaker (Assistant Headteacher)
Governor / Trustee lead	<b>Year one:</b> Mia Sanchez <b>Year two:</b> Geoff Mountjoy <b>Year three:</b> Jess Robbins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,339.50



<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p><b>Total budget for this academic year</b></p> <p><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></p>	£129,339.50

## Part A: Pupil premium strategy plan

### Statement of intent

At Headley Park Primary School, we have high expectations of all children, regardless of their background or starting points. We aim for all children to have the opportunity to excel in their learning and develop character as part of a strong community. We aspire for every pupil to leave our school with the ability and desire to learn more, unlock their potential and make their mark in the world.

We are committed to holding the needs of our children and the community at the heart of our decision making and we are unapologetic in our ambition for all pupils. Equity drives our approach to school development, including our pupil premium strategy. With this in mind, our pupil premium strategy is underpinned by the view that our provision should be 'good for all, harmful to none and especially beneficial to the disadvantaged'. In practice, this is reflected in our three year strategy via our commitment to:

- Provide all pupils with an ambitious, aspirational and research led curriculum which allows them to know more and remember more.
- Close the gap between pupils in receipt of pupil premium funding and their peers through quality first teaching and where necessary, data-led interventions.
- Provide all children with experiences beyond their immediate classroom and allow them to develop the skills and knowledge to make a positive contribution to the world.

### Challenges

This details the key challenges to achievement that we have identified among our pupils in receipt of pupil premium funding

Challenge number	Detail of challenge
1	Baseline assessments show that starting points on entry into EYFS are low, particularly linked to speech and language and phonological awareness.
2	Through pupil conferencing, pupil book studies and internal assessment information, it is evident that pupils have a number of gaps in their knowledge and skills, often linked to the previous year group's curriculum. This is likely to impact upon the attainment of pupils in receipt of pupil premium funding without quality first teaching and if relevant, additional intervention.

3	Internal assessment analysis and statutory assessment data shows that there is a gap in attainment between pupils in receipt of pupil premium and their peers. This is particularly true in reading where the identified challenges are: decoding automatically and accurately, and a wide understanding of vocabulary.
4	Pupils in receipt of pupil premium funding have reduced access to experiences and extra-curricular activity. This can impact their wider knowledge.
5	Pupils in receipt of pupil premium funding have higher rates of absence than their peers. Attendance at school is impacted by a range of barriers.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (3 year plan)** , and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils are fluent readers, in line with their chronological year group.	<p>Pupils in receipt of pupil premium funding achieve broadly in line with their peers at key assessment points (eg: Phonics Screening Check, statutory assessments)</p> <p>Unlocking Letters &amp; Sounds (UL&amp;S) assessments show all pupils are making progress.</p> <p>Early intervention promotes a keep up, not catch up culture for children.</p>
There are improved oral language skills and vocabulary skills for pupils in receipt of pupil premium funding	<p>Assessments and observations indicate significantly improved oral language among pupils in receipt of pupil premium funding. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book studies.</p>
In the KS2 statutory assessments taken in June 2025, there is no significant attainment gap between pupils in receipt of pupil premium funding and their peers.	<p>Receipt of pupil premium funding is not a barrier to attainment.</p> <p>Pupils in receipt of pupil premium funding achieve in line with the national average.</p> <p>There is not a significant attainment gap.</p>
Achieve and sustain improved attendance for all pupils, particularly pupils in receipt of pupil premium funding	<p>Whole school attendance is at least 96%</p> <p>Persistent absence is in line with or below the national average.</p>

	Attendance for pupils in receipt of pupil premium funding is in line with the national averages.
There is equity of opportunity for all pupils, including access to educational visits and visitors.	The HPPS enrichment passport is in place and met. Financial circumstances are not a barrier to accessing a wide range of experiences.

## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The CUSP curriculum is implemented in Y1-6 and where relevant, YR	CUSP is a research-led curriculum which is designed with cognitive science in mind.  <a href="#">CUSP   An Evidence Informed Approach</a>	2, 3
A systematic phonics programme is embedded through continued work with the English Hub.	A systematic approach to phonics teaching supports pupils to make a good start in the Early Years. <a href="#">English Hub   Unlocking Excellence</a> <a href="#">EEF   Early Years Toolkit</a>	1, 3
Voice 21 is used to develop a whole school approach to oracy. This includes CPD and staff release time.	Oracy is a key skill in education and beyond. It is shown to improve pupil confidence, academic outcomes and foster pupil well being. <a href="#">Voice 21   Impact Review</a>  <a href="#">Early Excellence   Navigating a Sea of Talk</a>	1, 2, 3
The teaching of mathematics is	The EEF guidance is based on a range of the best available evidence:	1, 2

strengthened through support from the Maths Hub. (including Number Sense and Number sense timestables). This includes CPD, resourcing and leadership release time.	<a href="#">EEF   Improving Mathematics in Key Stage 2</a> <a href="#">Number Sense   Research Base</a>	
Instructional coaching is a core element of all teacher's CPD entitlement. This includes work with Steplab as a coaching hub and CPD for coaching leaders.	Instructional coaching is an evidenced informed approach to CPD. <a href="#">EEF   PP Guidance</a> <a href="#">EEF   Effective Professional Development</a> <a href="#">StepLab   The Evidence and Rationale</a>	1, 2, 3
A programme of CPD is in place to continually develop all teachers' subject knowledge and expertise to support the effective delivery of a high quality, knowledge rich curriculum (CUSP).	EEF research indicates that great teaching is the most important lever schools have to improve pupil attainment. <a href="#">EEF: High Quality First Teaching</a>	1, 2, 3

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants are deployed effectively to provide in class support and implement high quality interventions, including wellcomm.	Teaching assistants are deployed in every year group to support the teacher to target the children who struggle the most in the classroom. <a href="#">The strategies used EEF   Making The Best Use of Teaching Assistants.</a>  Talk Boost is an evidence based intervention to narrow the gap	1, 2, 3

	<p>between 4-7 year olds with language delay and their peers. It has been used by the school for a number of years by trained teaching assistants whose class teacher must also attend the training to ensure that the teacher can build on the work 1, 2 , 3 5 that is being done in the small group sessions.</p> <p><a href="#">I can Talk Boost   Evaluation</a></p>	
<p>One Learning Support Assistant (or class teacher) provides daily 1:1 interventions to 'first 20%' readers. <b>(2022-2023)</b></p> <p>HLTA with responsibility for phonics interventions across KS2 <b>(2023-2024)</b></p>	<p>Reading underpins our curriculum and small group learning is likely to have a positive impact on student achievement (Hattie, Visible Learning).</p> <p><a href="#">EEF   PP Guidance</a></p> <p><a href="#">English Hub   Unlocking Excellence</a></p>	2, 3
<p>Pupils in receipt of pupil premium funding have access to tutoring in Y5 and Y6 through a tuition partner.</p>	<p><a href="#">Action Tutoring   Impact Report</a></p>	2, 3
<p>Pixl is used as targeted academic support. HPPS is committed to further CPD and Pixl link support.</p>	<p><a href="#">PiXL   Who We Are</a></p> <p><a href="#">EEF   Intervention and PP</a></p>	2, 3
<p>Additional phonics sessions target pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The HPPS Enrichment passport is in place for all children and costs are subsidised for pupils in receipt of pupil premium funding</p>	<p>Pupils with a broad range of experiences have a more extensive knowledge of the wider world. This cultural capital supports academic progress and develops the wider skills of children.</p> <p><a href="#">Ofsted   Successful PP Funding</a> <a href="#">TES   Impact of Disadvantage</a></p>	4
<p>Wrap around care is available (needs based).</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">DfE   Improving School Attendance</a></p>	5
<p>Improve pupil attendance by embedding the principles of good practice set out in the DfE's advice.</p> <p>This will involve developing system trackers and training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">DfE   Improving School Attendance</a></p> <p><a href="#">DfE   The Link Between Absence and Attainment at KS2</a></p>	5
<p>Internally led extracurricular clubs available to all children, with active recruitment of pupils in receipt of pupil premium funding</p>	<p>Research shows that arts, sports and educational experiences can improve school engagement and attainment in school.</p> <p><a href="#">NatCen   Value of After School Clubs</a> <a href="#">TES   Impact of Disadvantage</a></p>	4
<p>Have a learning mentor (LSA) out of class full time to support behaviour and run interventions</p>	<p>Social and emotional learning (SEL) interventions in education improve SEL and are therefore more likely to support disadvantaged pupils to: understand and engage in healthy relationships with peers and build</p>	2 , 4





linked to mental health and well being.	the ability to emotionally self-regulate. Both of which may subsequently increase academic attainment. <a href="#">EEF</a>	
---	---	--

**Total budgeted cost: £129,339.50**

## Part B: Review of the previous academic year

### Outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have then reviewed each individual outcome to review the impact of our provision. Alongside this, we have also committed to investing in high quality training for all staff who have joined our school team over the past academic year as this directly impacts pupil outcomes.

#### **Outcome one: Pupils are fluent readers, in line with their chronological year group.**

The Unlocking Letters and Sounds systematic synthetic phonics programme is now consistently implemented from Nursery to Year 2. In addition a highly skilled HLTA runs targeted interventions for those children in KS2 who have not yet mastered the phonetic code. The strength of early reading was noted by OFSTED who stated '*Children in the Reception Year learn and remember new sounds well. If pupils fall behind, they receive the support they need to help them to catch up quickly*'. The implementation and continuous staff training of ULS has resulted in an increase in the number of children meeting the expected standard for the Year One Phonics Screening Check. In the academic year 2023/2024, 83% of all children reached the standard of the check and for the third consecutive year, the gap between pupils in receipt of pupil premium and their peers closed. Between 2022/23 and 2023/24, the gap narrowed by 22%.

Over the next academic year, reading and phonics will continue to be a whole school focus as we understand that fluent reading opens the door to academic achievement across the curriculum. This will be actioned through:

- Continued strengthening of the our chosen phonics programme which ensures quality first teaching, regular assessments and targeted interventions where required.
- A highly skilled HLTA to complete phonics assessments and interventions for children in Years 3-6
- Fortnightly core group meetings to hold pupil level conversations to accelerate the progress of disadvantaged pupils in reading

#### **Outcome two: There are improved oral language skills and vocabulary skills for pupils in receipt of pupil premium funding**

Over the past academic year oracy has been at the heart of our curriculum for all children receiving weekly lessons on the value of talk through the Voice21 development programme. Now children have been explicitly taught oracy techniques staff are implementing them across the curriculum. Wellcomm is an evidence informed screening which is used to support and target children in EYFS who require additional support. EYFS staff are being supported by SLT to utilise this data to inform interventions especially focused on those in receipt of PP funding. The CUSP curriculum ensures that explicit vocabulary is sequenced and taught across all

subjects. Through regular pupil book studies, targeting pupils in receipt of pupil premium, a real strength has been shown in the understanding of some tier 2 and tier 3 vocabulary. However, this needs to be a continued focus for the next academic year. This will be monitored by the implementation of new subject leaders who will drive change in this area.

We understand that oracy and vocabulary remains a barrier for some of our disadvantaged pupils. We will continue to develop in this area through:

- Ensuring that staff revisit any misunderstood vocabulary identified through internal monitoring. This will be monitored by newly appointed subject leaders.
- Staff in EYFS will be supported by the local authority to ensure that provision in EYFS is rich in language and rooted in high quality talk
- Continued focus on disadvantaged pupils through pupil book studies across all areas of the curriculum

**Outcome three: In the KS2 statutory assessments taken in June 2025, there is no significant attainment gap between pupils in receipt of pupil premium funding and their peers**

Since the application of this statement the pupil premium gap has largely remained consistent for combined outcomes at the end of KS2. In some subjects, the PP gap has narrowed. In maths for example, the gap between pupils in receipt of pupil premium and their peers was 10% in maths in 2023/24. There is still work to be done in narrowing this gap as the end of the three year strategy approaches. In order to support this, new English and Maths leads have been appointed to drive change and raise attainment within their subject. In addition, staff CPD across CST is focused on raising attainment and outcomes for pupils in the receipt of pupil premium. The PP Lead for example, has attended two sessions with Marc Rowland.

Over the next academic year we will:

- Ensure that the PP gap is highlighted in core group meetings and discuss support for each disadvantaged pupil at an individual level, this may be through SEND support meetings, if appropriate
- Staff meetings to focus on raising outcomes for children receiving pupil premium and analysing their individual barriers
- Develop Maths and English subject leadership so that there is expertise to drive change across these subjects

**Outcome four: Achieve and sustain improved attendance for all pupils, particularly pupils in receipt of pupil premium funding**

We understand that attendance can be a barrier for our pupils in receipt of pupil premium as we strive to raise cumulative attendance to 96% for all. We recognise that barriers for these children are complex and require individualised family support. To support strong relationships with families we have inducted an Assistant Headteacher

who leads on attendance and is supported by the CST attendance network. This has allowed families to reach out to a consistent member of the team if support is needed. OFSTED, 2024, recognised this strength when they stated *“The school has clear procedures in place to check patterns of attendance. If attendance becomes a concern, the school works closely with families to bring about necessary improvements.”* Over the past academic year our whole school attendance has increased by 2%, highlighting the strength of this approach. In addition to this, the attendance of pupils in receipt of pupil premium has increased by 0.7%. We regularly run individual and cohort incentives to reward and raise attendance. These incentives are celebrated in assemblies and communicated with families.

Over the next academic year we are committed to reducing the disadvantage attendance gap by:

- Continuing to review our procedures and policies regularly ensuring that they are always supportive and convey our ambition for all children to have 96% attendance over the academic year
- Target lateness, by offering subsidised breakfast club or other additional support, due to the link this has with reading achievement especially in KS1
- Ensure that children in receipt of pupil premium funding are the starting focus of weekly attendance meetings

**Outcome five: there is equity of opportunity for all pupils, including access to educational visits and visitors.**

At Headley Park Primary School we recognise that curriculum attainment can be improved through equal opportunities for all. We recognise that all of our children have different experiences of the world and our commitment to a trust wide enrichment passport structures wider experiences so disadvantage is not a barrier to a love of learning. OFSTED judged the personal development of the pupils at Headley Park as ‘outstanding’ and commented *‘The school’s work to support pupil’s personal development is exceptional. Pupils develop a mature understanding of equality and diversity. The school organises events to inspire pupils about their possible future careers. The ‘Headley Park passport’ offers all pupils an opportunity to develop their character, for example, by helping to improve their local community or taking part in a musical concert.* “ Over the past academic year we have continued to strengthen our offer by running pastoral farm visits focused on pupils in receipt of pupil premium. Sporting excellence is a Headley Park tradition and our PE lead continually monitors the attendance of pupils in receipt of pupil premium in a range of events to ensure that there are equal opportunities for all. In addition to this we are committed to specific events for children from disadvantaged backgrounds.

Moving forward we commit to:

- Review our Year 4 and Year 6 camp offer to increase uptake for disadvantaged pupils and seek additional funding from charitable organisations where possible
- Ensure representation of those in receipt of pupil premium funding across our pastoral groups and ELSA sessions

--

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
CUSP	Unity School's Partnership
PiXL Assessment and Intervention	PiXL
Unlocking Letters and Sounds	English Hub (St Peter's)
Number Sense	Number Sense

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

**How our service pupil premium allocation was spent last academic year**

--

**The impact of that spending on service pupil premium eligible pupils**

--



## Further information (optional)