

Pupil premium strategy statement – Heatherside Infant School

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	266
Proportion (%) of pupil premium eligible pupils	6% (16 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Annual reviews, new plan published Sept 27
Statement authorised by	Governing Body
Pupil premium lead	L. Norris
Governor lead	P. Dryden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,745
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£34,745

Part A: Pupil premium strategy plan

Statement of intent

It is our aspiration is that all pupils achieve well at Heatherside Infant School in a nurturing environment, making a successful start to their school education journey. As children join Heatherside it is important for us to understand that families have different contexts, experiences and challenges, including those children who are socio-economically disadvantaged. Our aim is to support all children, irrespective of their background or challenges, to achieve their full potential, preparing them well for the next stage of their education.

This strategy also considers the needs of vulnerable pupils who are currently or have previously been in care.

When implementing our Pupil Premium strategy, our approach is to consider any common challenges faced by our pupils, as well as looking at individual needs. Within the framework of this three year plan, we will look at each cohort, and the individuals, to ensure that we are responsive to the needs of the children.

To ensure that the implementation of our strategy is effective we will:

- Engage with families to ensure that parents/carers have good working relationships with the school and they feel part of the school community
- Identify pupils' needs and target support based on this
- Ensure that any intervention or support only enhances the curriculum and experiences on offer to the child rather than taking away from or narrowing their breadth
- Work as a whole school team to ensure that our strategy, its aims and implementation, are known and understood by staff and that we share a collective responsibility to improve the outcomes of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>Phonics and early reading</p> <p>Application of phonics skills as part of developing early reading. Current assessments show that 80% of disadvantaged pupils achieved the word reading ELG, compared to 87% non-disadvantaged. 53% of the current Year 1 cohort are on track for Reading in the Autumn Term (45% disadvantaged, 54% non-disadvantaged) so it is important to ensure that children have rapid intervention to target gaps.</p>
2	<p>Emotional regulation</p> <p>Ensuring that there is an explicit programme for teaching, modelling and promoting an understanding of emotional regulation and strategies to develop self-regulation so that all children are ready for learning. Assessments show that at the end of Year R, 80% of disadvantaged pupils achieved the ELG in self-regulation, compared with 91% of non-disadvantaged.</p>
3	<p>Learning behaviours</p> <p>Explicit teaching, modelling and progression of learning behaviours to ensure that all pupils are equipped with learning strategies and metacognitive skills to enable them to better understand the learning process and draw upon strategies to support them when they face challenges. Learning behaviours are linked to children's resilience and their emotional regulation when faced with new learning.</p>
4	<p>Language development</p> <p>Currently gaps in language development can be a barrier to learning for some pupils, including those with identified speech and language needs or those who speak English as an Additional Language. At the end of Year R, assessments showed that 80% of disadvantaged children achieved the Listening, Attention and Understanding strand of Communication and Language, compared with 91% or non-disadvantaged pupils.</p>
5	<p>Parental engagement – attendance, support for wider issues or concerns.</p> <p>Building and maintaining effective relationships with parents and carers so that the vital relationship between home and school is well established. Attendance for disadvantaged pupils was 93% compared with 97% for non-disadvantaged pupils last year. Also, given the percentage of disadvantaged pupils within our cohort, the percentage that are persistently absent is higher (30% of persistently absent pupils last year are disadvantaged).</p>

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
<p>1. Disadvantaged pupils achieve in line with non-disadvantaged pupils in phonics (Phonics Screening Check) and early reading (End of KS1 assessment)</p>	<p>Higher average points scored on PSC</p> <p>Higher % pass rate PSC</p> <p>Quality phonics teaching</p> <p>Ongoing phonic and reading assessments informing strategies and interventions</p> <p>Reading data</p> <p>Children who receive intervention make accelerated progress.</p>
<p>2. Children and staff have a shared language and range of strategies to promote self-regulation and they are able to draw upon a range of strategies and knowledge to help them know how to overcome challenges when learning.</p>	<p>The % of disadvantaged children achieving ELGs in self-regulation is in line with non-disadvantaged children.</p> <p>Overall progress data shows that all children are making progress in their learning, showing they are ready to learn.</p> <p>Identified children have received intervention such as ELSA to support self-regulation, self-esteem or other identified barriers.</p> <p>Observations within class show that all learners are able to draw upon strategies to help them overcome challenges.</p>
<p>3. Classrooms are language rich environments with highly effective quality first teaching alongside interventions to support good language development for all.</p>	<p>Children who receive intervention make accelerated progress. Entry & exit data.</p> <p>The % of disadvantaged children achieving ELGs in communication and language is in line with non-disadvantaged children.</p> <p>Lessons and observations show that staff have a good knowledge of how to develop vocabulary and language.</p> <p>Training and professional development has supported the use of effective</p>

	<p>strategies, provision and learning environments.</p> <p>Planning and subject progression maps show that the teaching of vocabulary has been carefully planned and well sequences.</p>
<p>4. Effective working relationships between school and home</p>	<p>School engage well with parents, including discussions with parents to get and give feedback about their child's learning and development.</p> <p>Parents (including those with children who speak English as an Additional Language) engage well with school, attending meetings, workshops and events where possible and engaging in reading activities at home.</p> <p>% attendance for disadvantaged pupils is in line with non-disadvantaged pupils.</p> <p>New Parent Support Advisor (PSA) has engaged well with parents across the school community e.g. coffee mornings, workshops.</p> <p>School staff have been proactive in promoting and signposting the PSA where appropriate.</p>

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to undertake training for personalised learning to meet the needs of learners, including those with SEND. CPD for provision and strategies supporting emotional regulation in school.</p>	<p>A range of strategies is needed to best support learners who have additional needs or for other reasons are not making the expected progress in their learning. High expectations and access to high quality first teaching are essential. Adaptations, support and interventions to personalise the learning to the individual's needs are also important.</p> <p>Evidence Based Education's Great Teaching Toolkit EEF SEND in Mainstream Schools EEF Individualised instruction</p>	<p>1, 4</p>
<p>Teaching & Learning coaching for teaching staff across school, implementing coaching training undertaken last year. Release for staff to facilitate coaching sessions.</p>	<p>Coaching as a model can allow high levels of autonomy for teachers and practitioners, which can lead to this strategy of development having good impact in the classroom. Expert coaches will work alongside our staff to ensure that the coaching is personalised to our school and needs.</p> <p>Deans for Impact – instructional coaching & deliberate practice Impact of Teacher Coaching</p>	<p>1, 3, 4</p>

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention and purchase of supporting resources for teaching & intervention, e.g. magnetic phonemes, whiteboards for modelling, phonetically decodable texts.	<p>Phonics and early reading is identified through research as one most important foundations of a child's early schooling to ensure that they can access the breadth of the curriculum.</p> <p>Phonics intervention is planned in a timely manner for those children who have not secured the sounds taught in class. Interventions are carefully matched to individual need and use entry and exit data to measure that accelerated progress is made.</p> <p>EEF Phonics DfE Reading Framework</p>	1
Class teacher and LSA interventions.	<p>Small group tuition approaches supporting pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF Small Group Tuition</p>	1, 3, 4
ELSA intervention.	<p>To complement the teaching and learning of social and emotional development, ELSA interventions are used to give targeted support to identified individuals. Sessions are highly personalised and are reviewed against set targets for impact.</p> <p>EEF Metacognition and self regulation ELSA network – impact review</p>	2, 3
Language development intervention & resources, e.g. SALT sessions delivered by ELKLAN trained staff, EAL language sessions, story sacks.	<p>Language development is essential to ensure that children can access the curriculum, socialise and communicate effectively. Interventions for those children who have language levels below their peers can accelerate progress alongside high quality teaching in the classroom and beyond.</p> <p>EEF Oral language interventions EEF Teaching Assistant interventions EEF Comprehension DfE Reading Framework</p>	4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution of costs for, and recruitment of, a Parent Support Advisor who works across the Fleet schools. Sourcing of other professionals to be able to meet with parents or hold workshops to help parents feel informed of how to best support their child.</p>	<p>Parental engagement is shown to have a positive impact on pupil attainment. The parent support advisor can also help with routines and strategies at home that can have a positive impact on the child's development and wellbeing such as diet, sleep, routines.</p> <p>EEF Parental engagement John Hattie Visible Learning effect sizes linked to student attainment</p>	<p>5, 2</p>
<p>Books and resources that promote learning behaviours and attributes linked to our School Values. These resources enable us to explicitly teach these skills and provide context for the children to identify emotions and ways in which we can manage big feelings.</p>	<p>Teaching and promoting our School Values is a key part of children's social and emotional development while they are here. The Values also feed into pupils' metacognition and their learning behaviours. Reading books is a great strategy for young children to encounter and learn about a range of issues, values, people and behaviours. A targeted range of books is required to ensure that we share books which showcase life in modern Britain and beyond, as well as supporting children to learn these key social and emotional skills.</p> <p>EEF Metacognition and self regulation EEF Social and emotional learning</p>	<p>3, 2</p>
<p>Senior Mental Health Lead continued implementation of training and time allocated to begin to implement a wider school policy and approach to supporting the mental health and wellbeing of pupils, parents and staff.</p>	<p>A strategic approach to promote and support mental health and wellbeing so that pupils, parents and staff's needs can be met. The whole school approach will enable a shared language and strategies.</p> <p>DfE Senior Mental Health Lead training EEF Social and emotional learning EEF PSED in the Early Years</p>	<p>2, 5</p>
<p>Funding support for school readiness and participation. Enable access to extra-curricular activities such as clubs and trips, to ensure that children have a rich cultural capital beyond what is</p>	<p>There isn't a wealth of research linked to the participation in extra curricular activities, however, there are articles which suggest many benefits. From our school perspective extra curricular activities allow for children to learn new skills, socialise, and excel in an area they may or may not already have experienced. Participation in</p>	<p>5</p>

planned as part of our in-school offer.	<p>school events and feeling a sense of belonging are also important.</p> <p>Maslow's Hierarchy of Needs and its role in Education</p> <p>CPDonline Benefits of extracurricular activities</p>	
Tracking of attendance, with actions such as meetings and seeking advice from the LA Attendance Team.	<p>Research shows the link between good attendance and attainment. Research into specific strategies reflects that there needs to be further research, however, personalised interventions engaging with parents does show good potential and this is the approach we take. Attendance is monitored with each individual's circumstances taken into account and a strategy implemented around these.</p> <p>EEF Attendance interventions review</p> <p>EducationHub</p>	5

Planned contingency fund for acute issues of £3,745 - Based on previous experiences and pupil mobility, we have identified a need to set aside an amount of funding to respond quickly to emerging need. We recognise that this may be varied and longer term for some families. If not used, this will be carried forward to next year.

Total budgeted cost: £31,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-25 Review: Against the intended outcomes for our strategy.

1. Disadvantaged pupils achieve more in line with non-disadvantaged pupils in phonics (Phonics Screening Check) and early reading (End of KS1 assessment)

	Y1 Phonics Screening	End of KS1 Phonics Screening (including retakes)	End of KS1 reading (working at or above)
Disadvantaged	100% (3) (45% 23-24)	Retakes: 86% (6 out of 7) Total end of KS1: 90% (9 out of 10) (90% 23-24)	20% (2 out of 10) (70% 23-24)
Non-disadvantaged	93% (83% 23-24)	Retakes: 85% (11 out of 13) Total end of KS1: 98% (96% 23-24)	77% (76% 23-24)

Individualised phonics intervention supported children to make excellent progress in Phonics and early reading. Many children made excellent progress from their starting points, as seen in the % of successful retake passes by the end of Year 2. However, many of these children were not yet showing the sustained skills to achieve ARE at the end of Year 2. The results for Year 1 pupils with 100% of disadvantaged pupils passing the Phonics Screening Check is very pleasing, all these pupils received bespoke phonics intervention.

2. Children and staff have a shared language and range of strategies to promote self-regulation and they are able to draw upon a range of strategies and knowledge to help them know how to overcome challenges when learning. Books, explicit teaching and modelling of strategies and supporting children to reflect on their emotions have all been planned and implemented as part of our provision.

	ELG in self-regulation
Disadvantaged	80% (8 out of 10) (100% 23-24)
Non-disadvantaged	91% (94% 23-24)

Several children received specific interventions linked to self-regulation (e.g. big emotions, coping with competitive games) which supported them to achieve ELG in this area.

3. Classrooms are language rich environments with highly effective quality first teaching alongside interventions to support good language development for all.

	ELG Listening, Understanding & Attention	ELG Speaking
Disadvantaged	80% (8 out of 10) (100% 23-24)	90% (9 out of 10) (100% 23-24)
Non-disadvantaged	91% (93% 23-24)	91% (89% 23-24)

A number of children received intervention with ELKLAN trained staff, either for speech sounds or language, which enabled them to make progress.

4. Effective working relationships between school and home

Parental engagement in school has been good with parents having various opportunities to come into school to meet with teachers and work with their children. We have also made several referrals to Hampshire EMTAS (Ethnic Minority and Traveller Advisory Service) who have supported school to have meetings with parents and communicate effectively.

The Parent Support Adviser post for our cluster of schools is still unfilled. Monthly School Nurse drop-ins have been effective with parents engaging with wider support, with some families targeted to signpost them to access this support. In addition, all staff, including the safeguarding team, support and signpost parents as appropriate.

Attendance:

	Attendance	Authorised absence	Unauthorised absence	Persistent Absentees
Disadvantaged	93% (93% 23-24)	6% (6% 23-24)	1% (1% 23-24)	30% (6 out of 20 chn) (33% 23-24)
Non-disadvantaged	97% (96% 23-24)	3% (3% 23-24)	1% (1% 23-24)	70% (14 out of 20 chn) (66% 23-24)

Attendance is closely monitored and we take action promptly when we see a child's attendance declining. Attendance is monitored at the individual level as well as overall, looking at reasons or trends, taking account of factors such as medical reasons, anxiety and family circumstances. Strategies such as phone calls, talks with parents, signposting to other support/professionals and sending letters home have had good impact.

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
n/a	n/a