

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Heron Hill Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	10% = 41/408
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lucy Middleton
Pupil premium lead	Naomi Jones
Governor / Trustee lead	Anthony Jamieson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,375.00
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	£66,375.00

Part A: Pupil premium strategy plan

Statement of intent

At Heron Hill Primary School, it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress throughout their primary education. We strive for all our students to achieve academic success as well as develop emotional resilience and confidence for future life. We are committed to making evidence-informed decisions about pupil premium spending and recent research and recommendations has been taken into account.

Our four school values underpin all that we do in school and are known and understood by all stakeholders:

respect ***responsibility*** ***relationships*** ***resilience***

High-quality teaching 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.

Our principles are:

- High quality teaching will always be our first priority.
- Ensuring that teaching and learning opportunities meet the needs of all our pupils.
- Early intervention with targeted support will be responsive to both common challenges and individual needs.
- All pupils are entitled to a broad and balanced curriculum, including important enrichment opportunities which support them in identifying areas of specific interest or talent.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children struggle to attend school consistently and are at risk of becoming persistently absent.
2	The attainment gap between some of our disadvantaged pupils compared to non-PP children in reading, writing and maths is a concern and the gap needs closing.

3	There continues to be an increasing number of mental health and wellbeing needs across KS1 and KS2, with some disaffection from education for some PP pupils.
4	Some of our disadvantaged children come from families where there is limited engagement with learning. When enrichment opportunities are offered, many are not able to afford to pay in full for additional educational activities, trips, specialist lessons or visits.

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
Improved outcomes in reading and writing for our PPG pupils by the end of each Key Stage	<p>Children meet the expected standard and make the expected progress in each academic year.</p> <p>Children are monitored and tracked termly during termly pupil progress meetings, with provision adapted to meet individual needs.</p> <p>Phonics screening check outcomes are in line with the national average.</p> <p>Rigorous phonics teaching across school, using a synthetic, systematic phonics scheme.</p> <p>Pre-teach and reactive review sessions will target gaps in learning and support pupil progress.</p>
Improved levels of mental health, wellbeing at school	<p>Pupil surveys completed by teachers to regularly monitor levels of wellbeing.</p> <p>Children and their families engage with and benefit from external agency support, e.g. counsellors, support workers, Young Carers, Barnados, Action for Children.</p> <p>Pupil mental health needs are addressed through individualised interventions when needed.</p> <p>A sustained participation in enrichment activities, e.g. residential trips, visits, sports clubs by our PPG children.</p> <p>Pastoral Learning Mentor will engage with families when emotional support has been identified.</p>
Gaps identified and addressed in mathematics	<p>Children meet the expected standard and make the expected progress in mathematics using assessment data.</p> <p>Monitor and track PPG children's progress termly during pupil progress meetings.</p> <p>Times Table check will be in line with national average.</p> <p>Pre-teach and reactive review sessions will target gaps in learning and support pupil progress.</p>

<p>High priority given to target punctuality and attendance for all PP to ensure that the curriculum offer is fair to all</p>	<p>Disadvantaged pupils' attendance % increases on every year.</p> <p>Gap between disadvantaged attendance and non-disadvantaged attendance narrows. Disadvantaged pupils attend regularly and are punctual.</p> <p>Number of disadvantaged pupils classed as persistent absence decreases.</p> <p>Parents of disadvantaged pupils engage with school processes and targeted support to remove barriers to attendance.</p>
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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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Differentiated phonics group taught by teachers across all key stages.	High impact for very low cost based on very extensive evidence – 5 months progress. Phonics	2
Curriculum PLD, marking and feedback development.	Very high impact for very low costs – 6 months progress Feedback	2
Programme of pedagogy PLD focusing on Rosenshine and Walkthrus to further enhance quality first teaching across school.	Quality first teaching. High impact based on very extensive evidence.	2, 3
Continue Literacy PLD programme to improve writing outcomes. (into y2 of a 3yr plan)	Developing pupil capabilities via a progressive, sequential curriculum of writing skills. Taught explicitly via high quality, direct instruction and centred around high-quality children's books. Literacy KS1 Guidance Report 2020.pdf EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	2
Continued behaviour policy training for all staff. (Embedding consistency in approach across all year groups and classes to ensure consistently high standards of learning behaviour.)	Improving behaviour in schools	2, 3
Kidsafe sessions delivered by HLTA for Y2 and Y3	Child centred, age-appropriate education for all ages of children is essential to prevent and address poor mental health issues, particularly regarding the use of technology and keeping safe online. Kidsafe	3, 4

ELSA (Emotional Literacy Support Assistant) training delivered to our Pastoral Learning Mentor	Very high impact for very low cost – 7 months progress. Self-regulation <i>Evidence-informed</i> , nationally recognised approach to supporting children and young people (from primary through to secondary) with a range social and emotional needs	1,3
‘Zones of Regulation’ scheme implemented for whole school to support and develop children’s skills in emotional regulation.	Very high impact for very low cost – 7 months progress. Self-regulation	1, 3
Peer tutoring and collaborative learning to help support and consolidate learning.	High impact for very low cost based on extensive research – 5 months progress Peer tutoring	2, 3
Focused support by teaching staff to support next steps in learning and address misconceptions during and after lessons.	Conferencing in all writing opportunities to address gaps and issues is essential in building confidence and stamina for writing attainment. Literacy	2
Regular staff development and training in using a mastery approach to teaching in reading, writing and mathematics.	Mastery learning is particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other’s progress, another key element of our teaching philosophy. Mastery	2

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

Budgeted cost: £ 31,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 reading and discussion / comprehension to develop vocabulary, oral fluency and understanding.	Reading Comprehension strategies – very high impact for very low cost based on extensive research. +6 months progress.	1, 2, 3
Outdoor Learning whole class sessions and 'nurture' groups for identified children	Learning outdoors has numerous benefits including improving mental wellbeing, self-confidence and collaborative working.	1, 3
Additional TA support to facilitate interventions and reactive review sessions	Dialogue between teaching staff to address misconceptions is vital to provide timely and swift support to children. Moderate impact for moderate cost – 4 months progress. Teaching Assistant Interventions	2
Purchase of TTRS to motivate and inspire children to learn number facts rapidly.	High impact for moderate cost – 3 months progress. TTRS helps to boost working memory by targeting number facts for individuals. Working memory	2
Supporting social and emotional/wellbeing of pupils through PLM and support groups.	To ensure pupils' wellbeing is supported so that school life is accessible. Pupils know they have a trusted adult that allows wellbeing challenges to be addressed and supported. EEF – Social and emotional learning - Moderate impact for moderate cost based on moderate evidence - +4 months	3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance support.	Extensive research has shown the benefits of regular school attendance for primary-aged children. School Attendance - House Of Commons Library	All
Extensive offer of extra-curricular activities to promote exercise and other enrichment opportunities, such as music lessons.	Priority is always given to our PPG children and offered 'free-of charge' to parents / carers. Moderate impact for very low cost – 4 months progress Arts Participation	4
Outdoor adventure / residential visits	This is subsidised for all PPG children, giving pupils the opportunities to engage in enriching activities that have an additional cost and expose pupils to opportunities that they may not be able to experience otherwise.	3, 4

Total budgeted cost: £66,375

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 2025 to 2026 academic year.

The school rigorously evaluates the impact of PPG spending on each pupil at the end of each term through Pupil Progress Meetings with the Headteacher, Deputy Headteacher, Assistant Headteacher, SENCo and Class Teachers. Evaluations focus on academic gains and how pupils' well-being and self-confidence has developed as a consequence of the support and interventions. When deciding on focus children for additional intervention, targeted teacher support during lessons and boosting, PPG children are always discussed at length and prioritised where possible.

Attendance is monitored by the Headteacher, Pastoral Mentor and the Governing Body. The Headteacher and Pastoral Mentor also meet regularly and work closely with the allocated Local Authority Attendance Officer.

Progress reports are monitored by the Senior Leadership Team and the Governing Body.

OUR PUPIL PREMIUM CONTEXT:

Pupil Premium total:	PP Boys	PP Girls	PP & SEND or additional needs	PP Children joined school in KS2	PP & EAL	Each child as a % of PPG Group
41 chn	27 chn	14 chn	10 chn	3 chn	2 chn	2.43%

PP ATTENDANCE DATA OVERVIEW 2024-25:

Overall attendance:	Overall absence:	Unauthorised absence:	Number of chn persistently absent: (below 90%)	Number of chn severely absent:
94.56%	5.43%	1.37%	2	0

Y1 PHONICS SCREEN, JUNE 2025:

PUPIL OUTCOMES:	PHONICS:
Heron Hill Primary	86%
Local Authority average:	80.1%
National Average:	79.9%

SATS KS2 OUTCOMES, JULY 2025:

PUPIL OUTCOMES END OF KS2	READING	WRITING	MATHS	SPAG
ALL PUPILS:	92.6%	72.7%	85.1%	88.8%
PP PUPILS:	100%	33%	100%	100%
NATIONAL:	75.1%	71.7%	74.1%	72.2%

Outcomes are evaluated using standardised scores and summative KS2 tests. Pupil Premium children continue to be working below their non-disadvantaged peers in writing. Closing this gap continues to be a high priority for our school and is reflected in our 3yr School Development Plan.

Heron Hill Primary School is on a positive trajectory in terms of whole-school attendance. Last academic year, school was above both national and local averages with an overall attendance score of 96%. Changes to policy at Westmorland and Furness are now equipping us more supportively to tackle persistent absence and term-time holidays.

Externally provided programmes

Programme	Provider
Times Tables Rock Stars	Maths Circle Ltd
Accelerated Reader	Renaissance
Supersonic Phonic Friends	Anna Lucas

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We prioritise our service pupils in the same way as other pupil premium children, focusing primarily on support emotional and pastoral support when needed. In addition, support is targeted through interventions, small group work and 1:1 reading and homework support within school.

What was the impact of that spending on service pupil premium eligible pupils?

In the last academic year, children made progress in-line with national expectations.