

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	Heymann Primary and Nursery School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2025 – August 2028
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2028
Statement authorised by	Lynda Noble Head Teacher
Pupil premium lead	Cora Whitney/ Sophie Goswami
Governor / Trustee lead	Steve Arnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57 492
Tutoring Grant funding allocation this academic year (no longer exists)	£0
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	£57 492

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language skills and vocabulary gaps among many disadvantaged children from Reception to Year 6
2	Many disadvantaged pupils have lower phonetical awareness than their non-disadvantaged peers which negatively impacts on their progress as readers
3	Our internal and external data indicates that the attainment of disadvantaged children in reading, writing and maths is slightly below that of their non-disadvantaged peers at both expected and higher standard.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils can be lower than non-disadvantaged pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and reading.
5	Our school surveys indicate that the social and emotional issues have risen over the last few years in all children. A group of our disadvantaged pupils currently require additional small group or 1:1 emotional support
6	Ensuring that identified key knowledge and skills are committed to long term memory. Observations, pupil voice and work scrutiny illustrate gaps in learning, particularly with disadvantaged children and recall of knowledge and skills can be lower than that of their peers
7	Ensuring that PP attendance is inline with non-PP attendance. Last year our PP attendance was slightly below non-PP children. We aim to close the gap on attendance.

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2028 show that 75% of disadvantaged pupils achieve expected standard and 33% achieve HS

Disadvantaged pupils make better than typical progress (progress values are positive)	By 2028 the number of PP children reaching the phonics screening outcomes is 81% plus at Year1 and 100% at Year 2
Improved maths attainment for disadvantaged pupils at the end of KS2. Disadvantaged pupils make better than typical progress (progress values are positive)	KS2 maths outcomes in 2028 show that 73% of disadvantaged pupils achieve expected standard and 24% achieve HS
Improved writing attainment for disadvantaged pupils at the end of KS2 Disadvantaged pupils make better than typical progress (progress values are positive)	KS2 writing outcomes in 2028 show that 72% of disadvantaged pupils achieve expected standard and 13% achieve HS
Improve oral language skills and vocabulary amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2028 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To increase the amount of learning the children commit to their longer term memory	Pupil voice, data, retrieval feedback, and book scrutiny show an increase in the amount of knowledge and skills taught that children are able to apply to knew learning situations

Activity in this academic year 2025/2026

This details how we intend to spend our pupil premium (and Tutoring grant funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to work with our TFW consultant to improve standards in writing for all children.</p> <p>To implement carefully planned out vocabulary for EYFS to develop language acquisition and understanding</p> <p>To develop a whole school communication and interactions approach to enhance children's oracy.</p>	<p>TFW is a proven approach to improving children's spoken and written English. Our own analysis shows how children's choices of vocabulary in their speaking and writing is more appropriately used and broader. A greater proportion of children are achieving ARE and HS</p> <p>https://www.talk4writing.com/about/</p> <p>Improving early education through high-quality interactions EEF</p>	1,3, 4, 6

Introduce Makaton across the school to enhance communication	<p>Makaton is proven to increase communication and social interaction between children</p> <p>965 How effective is Makaton in encouraging communication, the formation of speech, and enhancing positive social interaction in children and young people? Archives of Disease in Childhood (bmj.com)</p>	1,2,3,4
Embed Little Wandle a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><u>Implementing Little Wandle</u></p>	1,2,3,4,6
To further develop fluency strategies following on from advice given in our reading audit	<p>Staff will attend training and internal CPD will take place to enhance our teaching of reading in school so that more children, including disadvantaged children achieve HS. Whole class reading is being introduced from Year 2 – 6.</p> <p>The reading framework - GOV.UK</p>	3,4,6
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3, 6

Regular staff meeting time is dedicated to maths planning and CPD		
Embed Jigsaw across the school to help children develop their personal social and emotional skills. Begin to implement OPAL	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
To build retrieval practices and the use of Knowledge organisers into our daily teaching	There is extensive research that shows that cognitive overload can prevent children from committing ideas to their long-term memory. Therefore keeping our curriculum precise and sequenced can lessen this load and allow children to bring to new situations prior learning. That revisiting knowledge and skills frequently can help children to remember key work taught. https://teacherofsci.com/principles-of-instruction/	6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce targeted language	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on	1,2,3,4

support in small groups (at KS1). Based on CPD from the Trust speech therapist and are very vocabulary based	speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils but also all of those children who require additional support from R to Year 3. Groups are reviewed regularly, and children assessed to ensure they are being targeted appropriately	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 over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,6
Additional teaching interventions such as pre-teaching, metacognitive strategies, scaffolding, feedback sessions, and booster. These are targeted at all children, including disadvantaged and high ability children who it is felt would benefit from such interventions.	Pre-teaching groups, scaffolding learning and using meta-cognitive strategies help introduce new vocabulary to children before the start of their teaching session. This over learning along side breaking learning down into 'chunks' to avoid cognitive overload has proven to help children make accelerated progress. Not just children with SEND but all children can benefit from such approaches https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	1,3,4,6

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

Budgeted cost: £7242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
Staff working with MHST to identify the most appropriate support for individuals A member of staff is a qualified Mental Health Lead and this informs our practice. Children are being trained to be Peer Mentors to support mental health in school. We are also introducing Snacker-chats and a site squad	https://thenationalcollege.co.uk/news/what-is-the-role-of-a-designated-mental-health-lead	5
Individuals and small groups targeted with mental health support including talking therapies, art therapy, self esteem and managing feelings interventions. All children take part in mindfulness sessions	EEF Social and Emotional Learning (1).pdf	5
Monitoring attendance of PP children	EEF Research into Improving Pupil Attendance – FE News Working together to improve school attendance - GOV.UK (www.gov.uk)	

Total budgeted cost: £78500

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 2024 to 2025 academic year.

Our internal assessments during 2024/5 suggested that the performance of disadvantaged pupils at EXP+ was lower than in the previous year in key areas of the curriculum in the vast majority of year groups. However, HS attainment has not seen the same levels of improvement.

Children who have needed support with their well-being are beginning to cope better in school and are able to self-regulate more and understand why they feel like they do. This enables them to focus more on their learning.

It should be noted that the comments below are based on the outcomes of children in 2025. The cohort is not typical of our disadvantaged children as 40% of the disadvantaged are on the SEND register (nationally this is 15%). In 2024 our disadvantaged children at Heymann attained typical to pupils nationally.

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	End of 2025 commentary at the end of our previous strategy
Improved reading attainment among disadvantaged pupils. Disadvantaged pupils make better than typical progress (KS2 reading outcomes in 2025 show that 80% of disadvantaged pupils achieve expected standard and 30% achieve HS By 2025 the number of PP children reaching the phonics screening outcomes is 95% plus at Year1	Please read commentary above. This was not met. At the expected standard there was a difference of - 2 pupils and at HS a difference of -1 pupil.

progress values are positive)		<p>There is no progress data for this cohort.</p> <p>At year 1 there are only 3 disadvantaged children in the cohort. The difference to national was -1 pupil. At the end of year 2 100% of disadvantaged children had achieved the phonics standard.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>Disadvantaged pupils make better than typical progress (progress values are positive)</p>	<p>KS2 maths outcomes in 2025 show that 80% of disadvantaged pupils achieve expected standard and 30% achieve HS</p>	<p>This was not met. At the expected standard there was a difference of -3 pupils and at HS a difference of -2 pupils.</p> <p>There is no progress data for this cohort.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2</p> <p>Disadvantaged pupils make better than typical progress (progress values are positive)</p>	<p>KS2 writing outcomes in 2025 show that 80% of disadvantaged pupils achieve expected standard and 25% achieve HS</p>	<p>This was not met. At the expected standard there was a difference of -5 pupils and at HS a difference of -1 pupil.</p> <p>There is no progress data for this cohort.</p>
<p>Improve oral language skills and vocabulary amongst disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>100% of PP children have achieved phonics standard at end of Year 2 therefore impacting positively on language development.</p> <p>TFW feedback and observations show us that quality of language and vocabulary is increasing.</p> <p>At the end of reception communication is at 60% and reading 80% which is typical to national</p>
<p>To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent 	<p>All disadvantaged pupils were given the opportunity to attend residential (free of charge). All</p>

	<p>surveys and teacher observations</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<p>disadvantaged children given free entry to social events and therefore higher engagement from families.</p> <p>Well-being surveys ensure that disadvantaged children get emotional support if identified on surveys.</p>
To increase the amount of learning the children commit to their longer term memory	Pupil voice, data, retrieval feedback, and book scrutiny show an increase in the amount of knowledge and skills taught that children are able to apply to new learning situations	Pupil voice indicates that children are learning and remembering more.

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
Talk For Write	Talk for Write Consultant
Little Wandle	DFE approved SPS
OPAL	OPAL consultant