Pupil premium strategy statement

This statement details our school's use of pupil premium for the **2025 to 2026** 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	Heathland School
Number of pupils in school	**613**
Proportion (%) of pupil premium eligible pupils	**20.1%**
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Fiona Hopkins
Pupil premium lead	Lucy Farrant
Governor / Trustee lead	Lynne Malzard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,470
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	£148,470

Part A: Pupil premium strategy plan

Statement of intent

At Heathland, we have an ethos of high achievement for all pupils. We believe all pupils can reach their potential; we do not stereotype disadvantaged pupils as having less potential or assume that they face similar barriers. We recognise that good attendance, strong relationships and positive behaviour for learning forms the foundation of a successful school experience. We believe that high quality teaching in the classroom is the most effective way to raise standards, and that tailored support for individual learning needs is essential to their success. We have based our strategy on the EEF tiered approach to pupil premium spending, by prioritising highly effective teaching, targeted academic support and wider strategies, which makes it part of our whole school ethos.

Challenges

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

Challenge number	Detail of challenge
1	Children begin school with attainment below the national average
2	High ability learners may not fulfil their potential
3	Fewer enrichment opportunities outside of school
4	Increased risk of social and emotional difficulties
5	Gaps in learning have widened as a result of school closures

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
The attainment of disadvantaged pupils is in line with the overall achievements of the school	Close tracking of our PP pupils during Pupil Progress meetings at 4 assessment points during the year to identify on-trackness. Progress and interventions for those working below age related expectations. Data is reported to and scrutinised by Directors in Standards Committee Meetings. AHT for Teaching and Learning responsible for oversight of their progress.

	Achievement of speech and language targets with SALT supported groups.
More pupils from a disadvantaged background are achieving Expected Standard and Greater Depth in their core subject learning	Targeted interventions identify and challenge pupils, with particular focus on disadvantaged pupils to support SDP focus outcomes (current targets in Phonics Screen Check, LS1 Writing, KS2 Writing and whole school Maths outcomes). KS2 national test outcomes reflect targeted interventions. Participation of children from disadvantaged backgrounds in our Sports Premium programme, who are identified in PE and coached for competitions.
Disadvantaged pupils engage in enrichment opportunities	Increased participation in new experiences developed within the curriculum, and attendance at a range of extra-curricular activities, through an enhanced club offer and sports coaching package.
Disadvantaged pupils develop healthy relationships and have a positive view of their mental health	Children understand and access the Place2B service and can discuss how their wellbeing has been supported through the MindUp curriculum. Children have strategies for mindfulness and positive mental health. Improved outcomes personally and socially, and in learning, as a result of experiences in interventions such as Nurture group, Art Therapy, Drawing and Talking and Thrive interventions.
Reduction in the gap between disadvantaged and non-disadvantaged pupils that has widened during school closures and continues for our most vulnerable and disadvantaged pupils	Close tracking of our PP pupils during Pupil Progress meetings at 4 assessment points during the year to identify on-trackness. Progress and interventions for those working below age related expectations. Data is reported to and scrutinised by Directors in Standards Committee Meetings. AHT for Teaching and Learning responsible for oversight of their progress.

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: £39,966

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to developing high quality teaching centred around our pedagogy of developing effective learners through an understanding of metacognition, including: Adaptive Teaching CPD EEF 5 a day teaching review focus Additional Phonics Development Day to support Colleague observations SDP focus: Phonics Screen Check, LS1 Writing, KS2 Writing and whole school Maths outcomes	DfE Standards for Professional Development (2016) EEF Metacognition and self-regulated learning (2018) Sutton Trust 2011 report – effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds DfE Engagement Model (October 2022) Teacher Handbook SEND (Jan 2024) EEF Five-a-Day principle (October 2022)	1, 2, 5
TLR Maths: Implementation of Maths Mastery programme and targeting developed recall and retention, scaffolding and fluency, as well as oracy in Maths this academic year	NCTEM Teaching for Mastery (2019)	1, 2, 5
TLR English: Implementation of CLPE programme and targeting developing	DfE Writing Framework 2025	1, 2, 5

spelling, handwriting and oracy		
TLR Science: Development of scientific vocabulary and enquiry, and creating opportunities for STEAM learning experiences Visits from scientists, engineers and mathematicians to enhance experiences	DfE Science Research Review (2021) emphasises importance of subject knowledge	1, 2, 3, 5
Additional Year 6 Teacher: Classes in the core skills in Year 6 do not exceed 23, and so further support is available for pupil premium pupils	Sutton Trust 2011 report – effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds	1, 2, 5
Support for ECTs is managed by our ITT lead, with Mentors in place to ensure the development of new teachers	DfE Early Career Framework (2024) Sutton Trust 2011 report – effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds	1, 2, 5
Musics Cool programme: Years 4-5 have half an hour weekly music lessons led by experience professionals from Harrow Music Service	EEF Arts Participation research (+3 months)	3, 4
Year 3 one-term music programme with HMS Autumn Term	EEF Arts Participation research (+3 months)	3, 4
Increased range of texts taught and experienced by children through the school, which represent and target disadvantaged pupils.	Addressing Educational Disadvantage in schools and colleges the Essex Way Reaching the Unseen children practical strategies for closing attainment gaps in disadvantaged groups	1,2,5
Adoption of the CLPE curriculum, whole school training session and on-going professional	DfE English Subject Report (2024)	1, 2, 5

development to focus on build up to writing, and speaking and listening, based on high quality texts		
At least one performing arts opportunity for each year group per year, complimented by opportunities for perform music throughout the year.	The Power of Music to Change Lives (June 2022)	2, 3, 4

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

Budgeted cost: £76,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Maths and English tuition: Disadvantaged pupils in KS2 receive 1:1 tuition and small group tuition to support their class learning. Focus is on reading and writing to develop access to wider curriculum for disadvantaged pupils. Class teachers work to identify those pupils at risk of falling below the expected standard and work with the tutor to plan 10 sessions to support them. This is extended to Year 5 in the summer term.	EEF One to one tuition (+5 months) DfE Reading Framework (July 2023)	1, 5
TA group intervention: Teaching assistants provide support for vulnerable and disadvantaged pupils including those with SEND needs. They are timetabled daily to support small groups	EEF One to one tuition (+5 months) EEF Special Education Needs in Mainstream Schools (Oct 2021)	1, 5
Booster classes:	EEF One to one tuition (+5 months)	1, 5

Year 6 run intensive after school and Easter booster classes in small groups to boost the progress of those working at or just below the expected standard for reading, writing and maths	EEF Reducing class sizes (+2 months)	
Art Therapy: Support for pupils' vulnerable pupils with social, emotional and educational needs	Primary School based art therapy review (2017)	4
Speech and Language groups (delivered by ELKLAN Trained HTLA Staff): Support for those identified vulnerable pupils who have social, emotional and communication needs	EEF Oral Language interventions (+5 months)	1, 5
Independent speech and language Therapy: Support for those identified vulnerable pupils who have social, emotional and communication needs	EEF Oral Language interventions (+5 months)	1, 5

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

Budgeted cost: £70,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychology support: Cognitive testing and diagnosis of specific learning difficulties, with priority to our PP pupils	EEF Early Language report	1, 2, 5
Place2Be: Additional support for pupils with social, emotional and mental health needs	EEF Social and emotional learning (+4 months)	3, 4

Nurture groups: HTLA trained staff will provide supported group sessions to disadvantaged children finding it difficult to settle in school	EEF Social and emotional learning (+4 months)	3, 4
Behaviour and Inclusion support: SDP aim for 3% reduction in persistent absenteeism	EEF Social and emotional learning (+4 months)	3, 4
Educational trips and visits: Develop a programme with arrange of workshops, trips and experiences, providing subsidies to ensure no children is precluded for financial reasons	Sutton Trust Life Lessons Report (2017)	3, 4
Free instrument tuition for PP children	Sutton Trust Life Lessons Report (2017)	3, 4
Breakfast and after school clubs run daily.	DfE: wraparound care: responding to requests (2016)	3, 4
Clubs: a wide offer of clubs, with a focus on competitive sport and new experiences supported by ASC delivery partner Complete Sports. Plans for Holiday camps to support access and utilise HAF funding 2025.	Sutton Trust Life Lessons Report (2017)	3, 4
Magic Breakfast Bagels and bread provided for children on a daily basis.	Making the case for school breakfasts: Improving educational and health outcomes for children	1, 2, 5
Leadership opportunities: School Council Committees, Mind Up champions, Digital Ambassadors, Spanish Ambassadors, Sports Leaders, Librarians, Eco Warriors (100+ participants annually)	Addressing Educational Disadvantage in schools and colleges the Essex Way	1, 3, 4

Winter Wonderland – funded Christmas experience for KS2 PP children	EEF Improving Social and Emotional Skills in Primary Schools (Oct 21)	3, 4
Targetted parent workshops to support disadvantaged learners, including phonics, EYFS starting points, Place2Be	Addressing Educational Disadvantage in schools and colleges the Essex Way EEF Improving Social and Emotional Skills in Primary Schools (Oct 21)	1, 3, 4

Total budgeted cost: £ *187,511*

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 school continues to prioritise our Values Curriculum as well as social, emotional and mental health, and strong relationships throughout the School Community as the foundation for making the biggest difference to our children. Our dedication to supporting pupils' wider wellbeing with a focus on additional therapeutic and pastoral interventions is key to our approach. We make sure that pupils and families are targeted to receive a range of interventions to ensure they are fully engaged and ready to learn. Our continued partnership with Place2Be and our additional therapies such as Art make a huge impact on readiness for learn, including for our disadvantaged children. We continue to see the benefits of Place2B support, therapeutic interventions and additional EP capacity to making a difference for those with more targeted needs. This year, these have been complimented by training staff on interventions which can be run in house, including ELKLAN, Drawing and Talking and Lego Therapy.

We continue to develop our range of clubs on offer, and actively target our more disadvantaged children to attend clubs with the aim for all of these children to attend at least one extracurricular club a year. We continue to develop our Educational Visits programme further to ensure children are in receipt of the best opportunities to build their cultural capital, and ensured we limited the cost over the year for parents to £25 per child per year (with free places for PP children). We heavily promoted our offer of free instrument tuition for eligible families, and this increased from 20% to 22% of our instrument learners.

We ensure that all pupils have access to a range of leadership opportunities from Eco Warriors to MindUp Champions to foster key skills, boost confidence, and raise aspirations. Leadership opportunities expose disadvantaged pupils to positive role models and allow them to envision themselves in aspirational roles, breaking down barriers of low expectations. This holistic development contributes to narrowing the attainment gap by addressing both academic and non-academic factors that influence success.

This also informs our approach to targeted interventions, and our priorities continue to lie in speech, language and phonics interventions using Read, Write, Inc and ELKLAN trained staff. We dedicate additional resources to early speech and language interventions through three dedicated HLTAs, and their impact ensured disadvantaged pupils met their targets. We prioritise the quality of our additional interventions for disadvantaged children in order to close the gap. We ran a successful programme of tuition sessions to contribute to the catch up of children and are refining this delivery to ensure maximum impact. We are now strengthening this to support phonics retakes for academic year 25/26.

Our KS2 data for 24-25 was above the national average (82% EXS in Reading, 80% EXS in Maths, 73% EXS in Writing and EXS combined in RWM is 63%). Our GLD was 70%, again

above the national average, which is significant considering our context and children's starting points (high proportion of EAL/speech and language needs).

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**
Mind Up	Goldie Hawn Foundation
Jigsaw	Jigsaw PSHE Ltd
Complete PE	Complete PE Ltd
Testbase	Testbase/Exampro
White Rose	White Rose Education Limited
Charanga	Charanga Ltd
Widgit	Widgit Software Ltd

Further information (optional)