

# Pupil premium strategy statement –Headlands Primary 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	242
Proportion (%) of pupil premium eligible pupils	3.7%
Academic year/years that our current pupil premium strategy plan covers	2025-2029
Date this statement was published	01.12.2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	Ruth Ellis
Governor / Trustee lead	Ron Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,530.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£170.31
<b>Total budget for this academic year</b> <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>	£18,700.31

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or challenges faced, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and intend to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach and this has proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

Our strategy will also include access to additional emotional and wellbeing support for all pupils when required.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in reading, writing and maths.
2	Behaviour, attendance, social and emotional needs.
3	Financial limitations restricting access to wider opportunities.

## 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
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Good level of attainment in reading, writing and maths.	KS2 outcomes in 2028 show that more than 80% of disadvantaged pupils meet the expected standard.
To implement and sustain wellbeing provision for all pupils in our school, particularly disadvantaged pupils.	ELSA programmes report improved outcomes for the children.
Financial support ensures inclusion of pupils in widening learning opportunities.	Pupils participate in the Year 5 and Year 6 residential.

## Activity in this academic year

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

### Teaching

Budgeted cost: £850.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<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:  <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	1 and 2

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

Budgeted cost: £ 9210.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="https://takinglearningseriously.com/barriers-to-learning/misconceptions/">https://takinglearningseriously.com/barriers-to-learning/misconceptions/</a>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1

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

Budgeted cost: £ 8640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing and sustaining ELSA provision across the school	Educational Psychologist research: <a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a>  Phycology First research: <a href="https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/">https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/</a>	2
Enabling year 5 and year 6 pupils to attend the residential.	UK National Association for Environmental Education: <a href="https://naee.org.uk/impacts-benefits-residential-experience/">https://naee.org.uk/impacts-benefits-residential-experience/</a>  The Council for Learning Outside the Classroom:	3

	<a href="https://www.schooltravelorganiser.com/features/how-learning-beyond-the-classroom-can-aid-school-recovery/9020.article">https://www.schooltravelorganiser.com/features/how-learning-beyond-the-classroom-can-aid-school-recovery/9020.article</a>	
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**Total budgeted cost: £ 18,700.31**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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.

Overall disadvantaged pupils have made good individual progress over the year.

When looking specifically at 2025 KS2 outcomes, this grouping exceeded Not- FSM pupils in Reading, Writing, and SPAG at the expected Year 6 standard, and were in line with Not-FSM in Maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance. Data demonstrates that pupils accessing additional ELSA provision have benefitted greatly from their participation and pupils were able to access residentials in year 5 and 6.

Based on all the information above, our disadvantaged pupils are on track to achieve the 2028 outcomes as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our combined approach is having a positive impact and therefore will continue over the next three years.

### Externally provided programmes

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

Programme	Provider