

## 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	Heald Place Primary School
Number of pupils in school	582
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Hatim Kapacee Headteacher
Pupil premium lead	Anne Zaidi Deputy Headteacher
Governor / Trustee lead	Firzana Chaudury Chair of Governors

### Funding overview

Detail	Amount
Early Years pupil premium funding	£9,690
Pupil premium funding allocation this academic year	£432,160
<b>Total budget for this academic year</b>	<b>£441,850</b>

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## Part A: Pupil premium strategy plan

### Statement of intent

Pupil premium is used to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning. It provides pupils with interventions that impact positively on progress and achievement.

High-quality teaching has the greatest impact on the progress and attainment of all pupils, disadvantaged and non-disadvantaged. Senior and experienced teachers are class based to deliver and model exemplary lessons to close the attainment gap in their class, year and across their phase. They also provide additional support to develop the pedagogy of other staff, particularly ECTs.

Pupil premium is used to close the gap between the achievement and attainment of these pupils and their peers where it exists, so that pupils achieve at least age-related expectations.

The funding supports the delivery of first hand experiences, activities or trips ensuring that pupils are provided with a rich literate environment to develop spoken and written vocabulary, an inspirational hook and focus for their learning.

The most-able pupils are offered the opportunity to be challenged or provided with enrichment activities either creatively, academically or physically to further excel.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate low attainment in speech and language skills and vocabulary gaps among many disadvantaged pupils. This is evident throughout school, but particularly on entry to Early Years Foundation Stage where 100% of our Nursery disadvantaged pupils are below age-related expectations.
2	Assessments, work scrutiny and moderation suggest that reading attainment by the end of KS2, among disadvantaged pupils is significantly below the national figure (historically). There are knowledge gaps which are leading pupils to fall behind age-related expectations.
3	Assessments, work scrutiny and moderation suggest that writing attainment by the end of KS2, including coherence, grammar and spelling among disadvantaged pupils is significantly below the national figure (historically). There are knowledge gaps which are leading pupils to fall behind age-related expectations.
4	Assessments, work scrutiny and moderation suggest that maths attainment in particular reasoning, by the end of KS2, among disadvantaged pupils is significantly below the national figure (historically). There are knowledge gaps which are leading pupils to fall behind age-related expectations.
5	Observations and discussions with pupils and their families have identified that pupils' social, emotional and mental health needs for pupils. There has been a lack of enrichment opportunities, which has been highlighted, as particularly affecting the disadvantaged pupils.
6	Monitoring of attendance and punctuality has highlighted the need to ensure there is a focused, layered approach so the percentage of attendance is maintained and improved for the disadvantaged pupils.

## 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
Improvement in speech and language skills for disadvantaged pupils.	Assessment and observations indicate that disadvantaged pupils make accelerated progress in speech and language skills and there is significant development of vocabulary knowledge and use. This is evident in lessons and ongoing formative assessment.
Accelerated progress and improved attainment in reading for disadvantaged pupils.	Pupils diminish the difference with 'other' pupils' outcomes. The lower prior attaining pupils make accelerated progress to achieve the expected standard. The middle and higher prior attainers achieve an above national KS2 reading attainment in 2025/2026. (Progress analysed by the school)
Accelerated progress and improved attainment in writing for disadvantaged pupils.	Pupils diminish the difference with 'other' pupils' outcomes. The lower prior attaining pupils make accelerated progress to achieve the expected standard. The middle and higher prior attainers achieve an above national KS2 writing attainment in 2025/2026. (Progress analysed by the school)
Accelerated progress and improved attainment in maths for disadvantaged pupils.	Pupils diminish the difference with 'other' pupils' outcomes. The lower prior attaining pupils make accelerated progress to achieve the expected standard. The middle and higher prior attainers achieve an above national KS2 maths attainment in 2025/2026. (Progress analysed by the school).
Sustained and improved support for pupils' social, emotional and mental health, particularly for disadvantaged pupils.	Pupils make accelerated progress so by the end of the year they meet Age Related Expectations because their social, emotional and mental health needs are met.
Sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance and punctuality by 2025/2026 demonstrated by the percentage of all pupils who are persistently absent significantly reduces and the attendance percentage among disadvantaged pupils is no lower than their peers.

## 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: £264,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining the DfE validated systematic synthetic phonics programme (Anima Phonics) to secure stronger phonics teaching for all pupils. Decodable books have continue to be purchased to support the application of phonics in reading.	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. <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	2



Activity	Evidence that supports this approach	Challenge number(s) addressed
The Assistant Headteachers/Year Group Leaders are class based to support the development of the teaching, curriculum and assessment. This will be achieved by modelling reading, writing and maths lessons. They also provide feedback and coaching for ECTs and teachers in order to enhance their practice.	High quality teaching can narrow the disadvantage gap. The new reform that recognises the importance of quality first teaching and how the Early Career Teacher Entitlement plays a crucial role in improving classroom practice and pupil outcomes, including the challenge for the more able.	2, 3, 4
The English Lead is developing and enhancing the expertise of teachers and Teaching Assistants in the planning, resourcing and delivery of shared reading to improve pupils' vocabulary and comprehension. This will be achieved through providing training, modelling, including filming examples of best practice, providing feedback, support and coaching.	Reading comprehensions strategies involve the teaching of the explicit approaches and techniques a pupil can use to improve their comprehension of a written text. May learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding texts. <a href="#">Reading Comprehension Strategies   EEF</a>	2
Through brokered support, the school has facilitated CPD for teachers and Teaching Assistants to further improve the teaching of 1:1 and group reading. Teachers in Years 4,5,6 will observe strong practice in the teaching of inference at a local school.	Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension. When used successfully, such strategies can improve pupils' understanding of written texts and ability to infer meaning from context. Where appropriate, these approaches can be combined with phonics activities, or collaborative learning approaches, to develop reading skills. <a href="#">Improving Literacy in Key Stage 2   EEF</a>	2
Through brokered support, the school has facilitated CPD for teachers and Teaching Assistants to further improve the teaching of 1:1 and group reading. Teachers in Years 1,2,3 will observe strong practice in the teaching and the bridge from phonics to reading fluency.	Reading requires two broad skills: word recognition and language comprehension. Word recognition initially involves decoding (the ability to translate written words into the sounds of spoken language) but later progresses to more fluent word reading. Language comprehension is an understanding of the language being read <a href="#">Improving Literacy in Key Stage 1   EEF</a>	2
The quality of teaching is being enhanced by ensuring a model for effective feedback and responsive teaching improves standards in vocabulary and writing.	Write Beginning is aimed at increasing awareness of how evidence can be used to improve writing outcomes for disadvantaged pupils across our Manchester. They explored the fundamental role physical development has to play in ensuring pupils are ready for writing in Year 1. Also, how practitioners can apply evidence to prepare pupils for writing in Year 1, focusing on executive function. <a href="#">Preparing for Literacy   EEF</a>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
The development and embedding of a school-based SEND class, to provide quality provision for pupils with high needs.	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>	1, 2, 3, 4, 5
Commission of a specialist teacher of mathematics to deliver reasoning lessons in KS2 alternate weeks. Teachers will also have the opportunity to team teach lessons to improve their knowledge, planning and delivery of reasoning in maths.	Tasks force children to apply what they know in new situations; they learn through discussion, making mistakes and exploring problem solving strategies. Children are not told what to do, and have to work it out for themselves using the information provided. They learn to read the question and choose the best strategy for the task. This develops children's confidence to work independently, make decisions and reason why a particular strategy is better than another. <a href="#">Additive reasoning   NCETM</a>	4
Social and Emotional Learning approaches will be embedded into routine practices. This will be supported by professional development of staff, particularly new staff and ECTs.  Support will be provided to help pupils understand and regulate their emotions, thoughts, and behaviours in different situations.  Improve the quality of social and emotional learning (SEL).	Evidence shows the importance of developing good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Longitudinal research in the UK has shown that good social and emotional skills, including self-regulation, self-awareness, and social skills, developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. <a href="#">Social and Emotional Learning   Education Endowment Foundation   EEF</a>	5
The Art specialist teacher supports ECTs and new teachers to deliver high quality art lessons to ensure positive engagement in learning, through a progressive curriculum that has strong links with other areas of the National Curriculum.	Evidence shows that Arts participation approaches, such as painting or sculpture, can have a positive impact on academic outcomes in other areas of the curriculum. Also wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. <a href="#">Art participation   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5
A Music specialist teacher supports ECTs and new teachers to deliver high quality music lessons to ensure positive engagement in learning, through a progressive curriculum.	Evidence shows that Arts participation approaches, such as music, can have a positive impact on academic outcomes in other areas of the curriculum. Also wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. <a href="#">Art participation   Education Endowment Foundation   EEF</a>	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
KD Safeguarding provides support for the Designated Safeguarding Lead through supervision.	The solution focused, restorative element of Staff Supervision supports the wellbeing through reflective management of work-related stress, helping professionals to make sense of and often cope with their stressful work environment. <u>The Education Staff Wellbeing Charter   DfE</u>	1, 2, 3, 4, 5

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

Budgeted cost: £94,538.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonological Assessment Battery (PHAB) to help assess phonological awareness in children aged 5 -11 years to identify difficulties and plan appropriate interventions for pupils with low phonics scores.	A comprehensive battery of tests that help assess phonological awareness in children aged 5 -11 years. A useful toolkit for SENCOs, specialist teachers and educational psychologists, it helps identify the phonological difficulties some children encounter in learning to read. In turn, it allows appropriate intervention to be provided to help improve underlying literacy skills.	2
Maintaining the DfE validated systematic synthetic phonics programme (Anima Phonics) to secure stronger phonics teaching in KS2 for identified pupils who are International New Arrivals, or early readers/ working Pre-Key Stage 2.	While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	2
Additional phonics sessions delivered by Teaching Assistants targeted at disadvantaged pupils who require further phonics support.	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. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	2
Additional one-to-one reading targeted at disadvantaged pupils who require further support. All the component parts Scarborough's Reading Rope will be developed to enable pupils to become skilled and accurate, fluent readers with strong comprehension.	Evidence shows that schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support. There is consistent evidence the approach of using one-to-one and small-group tutoring ideally involving structured interventions, supports the children struggling with aspects of literacy. <u>Improving Literacy in Key Stage 1   Toolkit Strand   Education Endowment Foundation   EEF</u>	2



Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader from Year 2 to Year 6. The programme provides a breakdown evidencing where focused areas of teaching are needed.	Personalised goals help pupils stay focused on the factors that matter most for reading growth and help staff monitor their progress and provide feedback to keep learners on track.	1, 2
Corrective teaching targeted at disadvantaged pupils who require further support for writing and maths.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. <a href="#">Teaching Assistants   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4
Pre-teaching maths targeted at disadvantaged pupils who require further support.	Children can feel more positive about intervention <i>prior</i> to the lesson and thus, it can boost their confidence and self-concept (Trundle et al, 2017; Mink 2015). Allowing children to practise key skills that they will need for the up-coming lesson and giving them the opportunity to familiarise themselves with the upcoming learning, as well as identifying how they can draw on existing mathematical knowledge to help them in their learning journey. <a href="#">Teaching Assistants   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Pre-teaching shared reading targeted at disadvantaged pupils who require further support.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. <a href="#">Reading comprehension strategies   EEF</a>	2
A trained specialist delivers Speech and Language Therapy (SALT) to targeted disadvantaged pupils.	It is well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch-up with previously higher attaining pupils. <a href="#">Teaching Assistants   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Teaching Assistants provide Homework Clubs for disadvantaged pupils focusing on specific identified reading, writing and maths skills.	When one-to-one and small group tutoring are implemented well, it is likely that it can be impactful. This may prove particularly valuable to support closing the gap for disadvantaged pupils. <a href="#">EEF guide: Making a difference with effective tutoring   EEF</a>	3, 4, 5

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

Budgeted cost: £179,725.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
A trained children's yoga teacher provides 1:1, small group yoga and positive talking sessions for targeted disadvantaged pupils as well as whole class yoga sessions.	Evidence shows that through directly teaching self-regulation and supporting children to use self-calming strategies and positive self-talk, helps them deal with intense emotions.  <u>Social and Emotional Learning   Education Endowment Foundation   EEF</u>	5
Teaching Assistants provide a daily Breakfast Club to promote a positive start to the school day. Disadvantaged pupils in particular are encouraged to attend.	Evidence shows it is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.  <u><a href="https://www.gov.uk/guidance/national-school-breakfast-club-programme">https://www.gov.uk/guidance/national-school-breakfast-club-programme</a></u>	2, 3, 4, 5
The Learning Mentor provides breakfast for pupils who arrive at school hungry.	According to Maslow's hierarchy of need, physiological needs must be met first in order to pursue higher levels. This includes access to food, before a pupil can successfully engage in their learning.	1, 2, 3, 4, 5
Turn The Page Counselling provides support for pupils.	Turn The Page Counselling provides assessments and supportive counselling sessions to pupils who are struggling within school for various reasons. Sessions are tailored to meet the needs of each individual pupil.  <u>Social and Emotional Learning   Education Endowment Foundation   EEF</u>	5, 6
Support for the delivery of the curriculum through first hand experiences, funding enrichment activities and educational visits.	Based on the knowledge of our pupils, resources are targeted to provide a range of first hand experiences, including trips, to support the delivery of an engaging curriculum that pupils might otherwise not have had the opportunity to access.	1, 2, 3, 4, 5, 6
The Designated Safeguarding Lead along with the Attendance Officer ensure good attendance and punctuality are prioritised and supported, particularly those who are disadvantaged or have a social worker.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Good relationships are developed and staff explain how absence, including punctuality, affects attainment, wellbeing and wider outcomes.  <u><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></u>	1, 2, 3, 4, 5, 6

**Total budgeted cost: £538,411.90**



## 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 2024/25 and end of Key Stage tests and assessments show that the performance of disadvantaged pupils has improved and the gap between those pupils who are supported by pupil premium and who are not, has narrowed in most subjects. 100% of pupils who are supported by pupil premium achieved a Good Level of Development. The achievement of those pupils who are supported by pupil premium and who are not, has narrowed for pupils who met the phonics threshold in Year 1 and Year 2 and KS2 reading and maths has narrowed.

Although there has been significant progress, the outcomes we aimed to achieve in the Pupil Premium Strategy 2024/2025 have not been fully realised. Quality first teaching needs to remain focused on ensuring the pupils embed and apply the basic skills in English and maths.

The Assistant Headteachers/Phase Leaders are exemplary practitioners, they will raise standards for all pupils, especially the disadvantaged. They continue to act as role models and mentors for the staff in their Phases and across the school as core subject leaders. Targeted corrective teaching for reading, writing and maths, as well as pre-teaching, additional 1 to 1 reading, phonics, spelling and timetables practice, and reasoning sessions has supported pupils' progress and achievements.

Speech and Language Therapy continued to impact significantly on pupils' progress.

Maintaining a focus on the broader curriculum, including outdoor learning, music, art and design etc, has ensured that pupils' skills and knowledge and wider experiences enhances their enjoyment and engagement in all subjects.

We used pupil premium to fund wellbeing support with the Learning Mentor, as well as providing yoga, a counselling service and targeted interventions where required, these continue to have had a positive impact on pupils' social, emotional and mental health.

Pupils' punctuality and attendance has been positively impacted due to the layered approaches and support for families from the Attendance Team.

## Externally provided programmes

Programme	Provider
Structured Maths Programme	White Rose
Handwriting scheme	Nelson
Learning by Questions	lbq.org
Accelerated Reader	Renaissance
Library Consultant	HLC Library Transformations
Horticulture	MEEN
Christmas performances/Theatre productions	Shooting Stars and Altru Drama
Fun Day	OMC Inflatables
EYFS Consultant	EY2P

## Further information

In planning our pupil premium strategy, we evaluated the impact of the activities in the previous year to see if they had the desired outcome and the impact expected.

We used evidence from assessments, evidence from book scrutiny, engagement of pupils, conversations with parents, pupils and staff in order to identify the challenges faced by disadvantaged pupils.

We used the EEF research about the effective use of pupil premium. This helped us to identify the approaches and activities used by the school.