



Pupil premium strategy statement – Headley Park Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of pupils in receipt of pupil premium funding.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupils in receipt of pupil premium funding in the last academic year.

School overview

Detail	Data
Number of pupils in school	408 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 - 2024/25 (Year One)
Date this statement was published	December 2022
Date on which it will be reviewed	2023
Statement authorised by	Alex Gingell (Headteacher)
Pupil premium lead	Jessica Lewsley (Assistant Headteacher)
Governor / Trustee lead	Mia Sanchez (Lead for Pupil Premium)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,415
Recovery premium funding allocation this academic year	£12,180
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£121,595

Part A: Pupil premium strategy plan

Statement of intent

At Headley Park Primary School, we have high expectations of all children, regardless of their background or starting points. We aim for all children to have the opportunity to excel in their learning and develop character as part of a strong community. We aspire for every pupil to leave our school with the ability and desire to learn more, unlock their potential and make their mark in the world.

We are committed to holding the needs of our children and the community at the heart of our decision making and we are unapologetic in our ambition for all pupils. Equity drives our approach to school development, including our pupil premium strategy. With this in mind, our pupil premium strategy is underpinned by the view that our provision should be 'good for all, harmful to none and especially beneficial to the disadvantaged'. In practice, this is reflected in our three year strategy via our commitment to:

- Provide all pupils with an ambitious, aspirational and research led curriculum which allows them to know more and remember more.
- Close the gap between pupils in receipt of pupil premium funding and their peers through quality first teaching and where necessary, data-led interventions.
- Provide all children with experiences beyond their immediate classroom and allow them to develop the skills and knowledge to make a positive contribution to the world.

Challenges

This details the key challenges to achievement that we have identified among our pupils in receipt of pupil premium funding

Challenge number	Detail of challenge
1	Baseline assessments show that starting points on entry into EYFS are low, particularly linked to speech and language and phonological awareness.
2	Through pupil conferencing, pupil book studies and internal assessment information, it is evident that pupils have a number of gaps in their knowledge and skills, often linked to the previous year group's curriculum. This is likely to impact upon the attainment of pupils in receipt of pupil premium funding without quality first teaching and if relevant, additional intervention.

3	Internal assessment analysis and statutory assessment data shows that there is a gap in attainment between pupils in receipt of pupil premium and their peers. This is particularly true in reading where the identified challenges are: decoding automatically and accurately, and a wide understanding of vocabulary.
4	Pupils in receipt of pupil premium funding may have reduced access to experiences and extra-curricular activity. This can impact their wider knowledge.
5	Pupils in receipt of pupil premium funding have higher rates of absence than their peers. Attendance at school is impacted by a range of associated barriers.

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
Pupils are fluent readers, in line with their chronological year group.	<p>Pupils in receipt of pupil premium funding achieve broadly in line with their peers at key assessment points (eg: Phonics Screening Check, statutory assessments)</p> <p>Regular Unlocking Letters & Sounds (UL&S) assessments show all pupils are making progress.</p> <p>Early intervention promotes a keep up, not catch up culture for children.</p>
There are improved oral language skills and vocabulary skills for pupils in receipt of pupil premium funding	<p>Assessments and observations indicate significantly improved oral language among pupils in receipt of pupil premium funding. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book studies.</p>
In the KS2 statutory assessments taken in June 2025, there is no significant attainment gap between pupils in receipt of pupil premium funding and their peers.	<p>Receipt of pupil premium funding is not a barrier to attainment.</p> <p>Pupils in receipt of pupil premium funding achieve in line with the national average.</p> <p>There is not a significant attainment gap.</p>
Achieve and sustain improved attendance for all pupils, particularly pupils in receipt of pupil premium funding	<p>Whole school attendance is at least 96%</p> <p>Persistent absence is in line with or below the national average.</p>

	Attendance for pupils in receipt of pupil premium funding is in line with the national averages.
There is equity of opportunity for all pupils, including access to educational visits and visitors.	The HPPS enrichment passport is in place and met. Financial circumstances are not a barrier to accessing a wide range of experiences.

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The CUSP curriculum is implemented in Y1-6.	CUSP is a research-led curriculum which is designed with cognitive science in mind. CUSP An Evidence Informed Approach	2, 3
A systematic phonics programme is embedded through continued work with the English Hub.	A systematic approach to phonics teaching supports pupils to make a good start in the Early Years. English Hub Unlocking Excellence EEF Early Years Toolkit	1, 3
Voice 21 is used to develop a whole school approach to oracy. This includes CPD and staff release time.	Oracy is a key skill in education and beyond. It is shown to improve pupil confidence, academic outcomes and foster pupil well being. Voice 21 Impact Review Early Excellence Navigating a Sea of Talk	1, 2, 3
The teaching of mathematics is	The EEF guidance is based on a range of the best available evidence:	1, 2

strengthened through support from the Maths Hub. (including Number Sense). This includes CPD, resourcing and leadership release time.	EEF Improving Mathematics in Key Stage 2 Number Sense Research Base	
Instructional coaching is a core element of all teacher's CPD entitlement. This includes work with Steplab as a coaching hub and CPD for coaching leaders.	Instructional coaching is an evidenced informed approach to CPD. EEF PP Guidance EEF Effective Professional Development StepLab The Evidence and Rationale	1, 2, 3
A programme of CPD is in place to continually develop all teachers' subject knowledge and expertise to support the effective delivery of a high quality, knowledge rich curriculum (CUSP).	EEF research indicates that great teaching is the most important lever schools have to improve pupil attainment. EEF: High Quality First Teaching	1, 2, 3

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants are deployed effectively to provide in class support and implement high quality interventions, including Talk Boost.	Teaching assistants are deployed in every year group to support the teacher to target the children who struggle the most in the classroom. The strategies used EEF Making The Best Use of Teaching Assistants. Talk Boost is an evidence based intervention to narrow the gap between 4-7 year olds with language	1, 2, 3

	<p>delay and their peers. It has been used by the school for a number of years by trained teaching assistants whose class teacher must also attend the training to ensure that the teacher can build on the work 1, 2, 3 5 that is being done in the small group sessions.</p> <p>I can Talk Boost Evaluation</p>	
<p>One Learning Support Assistant provides daily 1:1 interventions to 'first 20%' readers.</p>	<p>Reading underpins our curriculum and small group learning is likely to have a positive impact on student achievement (Hattie, Visible Learning).</p> <p>EEF PP Guidance</p> <p>English Hub Unlocking Excellence</p>	2, 3
<p>Pupils in receipt of pupil premium funding have access to tutoring in Y5 and Y6 through a tuition partner.</p>	<p>Action Tutoring Impact Report</p>	2, 3
<p>Tutoring is used to promote rapid pupil progress in Y3 and Y5 via the National Tutoring Programme's School Led Tutoring.</p>	<p>NTP School Led Tutoring</p>	2, 3
<p>Pixl is used as targeted academic support. HPPS is committed to further CPD and Pixl link support.</p>	<p>PiXL Who We Are</p> <p>EEF Intervention and PP</p>	2, 3
<p>Additional phonics sessions target pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

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

Budgeted cost: £ 21, 595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The HPPS Enrichment passport is in place for all children and costs are subsidised for pupils in receipt of pupil premium funding</p>	<p>Pupils with a broad range of experiences have a more extensive knowledge of the wider world. This cultural capital supports academic progress and develops the wider skills of children.</p> <p>Ofsted Successful PP Funding TES Impact of Disadvantage</p>	4
<p>Wrap around care is available (needs based).</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE Improving School Attendance</p>	5
<p>Improve pupil attendance by embedding the principles of good practice set out in the DfE's advice.</p> <p>This will involve developing system trackers and training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE Improving School Attendance</p> <p>DfE The Link Between Absence and Attainment at KS2</p>	5
<p>Internally led extracurricular clubs available to all children, with active recruitment of pupils in receipt of pupil premium funding</p>	<p>NatCen Value of After School Clubs TES Impact of Disadvantage</p>	4

Total budgeted cost: £121,595

Part B: Review of the previous academic year

Outcomes

During the academic year 2021/22, Headley Park went through a period of change with the introduction of a new, ambitious curriculum. The decision to have a one-year pupil premium strategy was made to reflect this change, in addition to the appointment of a new Assistant Headteacher with responsibility for pupil premium. The strategy was written with a focus on quality first teaching which would be beneficial to all pupils, but particularly beneficial to pupils in receipt of pupil premium funding. By having a one year plan, we have been able to analyse the challenges faced by pupils in receipt of pupil premium funding in more depth and tailor the strategy accordingly.

The introduction of the CUSP curriculum is significant and it continues to form the backbone of our pupil premium strategy. This is because we have analysed the performance of our pupils in receipt of pupil premium funding during the 2021/22 academic year, using key stage 1 and 2 performance data, phonics check results and our own internal assessments. This data suggests that, despite some strong individual performances, there is a gap in attainment between these pupils and their peers. Our analysis suggests that the reason for this is the continuing need to embed the curriculum and the ongoing impact of COVID-19. Quality first teaching which is responsive to the needs of the children will, therefore, be the primary focus of our strategy. It will allow us to ensure we remain ambitious for all children and to target the identified gaps in pupil knowledge and skills. Where necessary, additional intervention will be used to enhance this provision and promote rapid progress.

Absence among pupils in receipt of pupil premium funding was 2% higher than their peers in 2021/22 and the overall attendance amongst these pupils was 1.5% lower than the national average. We recognise this gap is too large which is why raising the attendance of our pupils in receipt of pupil premium funding is identified as a challenge in our latest pupil premium strategy.

The one year plan put in place for 2021/22 laid the groundwork for our latest three year strategy. It was vital in introducing a period of change and the focus will now be on embedding and refining those changes to maximise the impact on our pupils.

Externally provided programmes

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

Programme	Provider
CUSP	Unity School's Partnership
PiXL Assessment and Intervention	PiXL
Unlocking Letters and Sounds	English Hub (St Peter's)
Number Sense	Number Sense

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>



Further information (optional)