



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	413 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	Year one: 20.1% Year two: 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 - 2024/25 (Year two)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Alex Gingell (Headteacher)
Pupil premium lead	Year one: Jessica Lewsley (Deputy Headteacher) Year two: Katie Meaker (Assistant Headteacher)
Governor / Trustee lead	Year one: Mia Sanchez Year two: Geoff Mountjoy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,368
Recovery premium funding allocation this academic year	£10,813
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</i>	£0



<i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
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>	£144,181

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 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 barriers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (3 year 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>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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The CUSP curriculum is implemented in Y1-6 and where relevant, YR	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: £60,000

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 wellcomm and 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 delay and their peers. It has been	1, 2, 3

	<p>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 (or class teacher) provides daily 1:1 interventions to 'first 20%' readers. (2022-2023)</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>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: £34,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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>Research shows that arts, sports and educational experiences can improve school engagement and attainment in school.</p> <p>NatCen Value of After School Clubs TES Impact of Disadvantage</p>	4
<p>Have a learning mentor (LSA) out of class full time to support behaviour and run interventions linked to mental health and well being.</p>	<p>Social and emotional learning (SEL) interventions in education improve SEL and are therefore more likely to support disadvantaged pupils to: understand and engage in healthy relationships with peers and build the ability to emotionally self-regulate. Both of which may subsequently increase academic attainment.</p> <p>EEF</p>	2 , 4

Total budgeted cost: £144,181

Part B: Review of the previous academic year

Outcomes

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. We have then reviewed each individual outcome to review its effectiveness. Alongside individual outcome analysis we have also committed to investing in high quality training for all staff who have joined our school team over the past academic year as this directly impacts pupil outcomes.

Outcome one: Pupils are fluent readers, in line with their chronological year group.

The Unlocking Letters and Sounds systematic synthetic phonics programme is now being consistently taught from nursery to Year 2, in addition to targeting key pupils in Year 3 and Year 4. Internal and external learning walks, led by the English Hub, have highlighted the impact of staff CPD within this area. This has resulted in an increase in the numbers of children meeting the standard of the key stage one phonics assessment at the end of Year 1, which is a 3% increase. Our data has indicated that a pupil premium (PP) gap is still evident in pupil attainment at the end of Year 2 with 87% of all children in comparison to 77% PP children meeting the standard of the check.

Over the next academic year reading and phonics will continue to be a whole school focus as we understand that fluent reading opens the door to academic achievement across the curriculum. This will be actioned through:

- Continued embedding of the our chosen phonics programme which ensures quality first teaching of early reading, regular assessments and targeted interventions
- Continued work with the research informed English Hub to improve outcomes for all. This includes the Early Years Lead taking on the role of Literacy Specialist with the English Hub.
- Fortnightly core group meetings to hold pupil levels conversations to accelerate the progress of PP children in reading

Outcome two: There are improved oral language skills and vocabulary skills for pupils in receipt of pupil premium funding

Over the past academic year oracy has been at the heart of our curriculum with all children, from Year 1 to 6, receiving weekly lessons on the value of talk through the Voice21 development programme. Wellcomm (or occasionally talk boost) is an evidence informed screening which is used to support and target children in EYFS who require additional support. The PP Lead will work alongside the Phase One Lead to ensure that language support is being offered to those facing disadvantage. The CUSP curriculum ensures that explicit vocabulary is sequenced and taught across all subjects. Through regular pupil book studies, targeting PP children, a real strength has been shown in the understanding of some tier 2 and tier 3 vocabulary. However, this needs to be a continued focus for the next academic year. Internal learning walks have

also identified a strength in staff's ability to teach vocabulary through dual coding and etymology.

We understand that oracy and vocabulary is still a barrier for many of our disadvantaged pupils. We will continue to develop in this area through:

- Ensuring that staff revisit any misunderstood vocabulary identified through internal monitoring
- Embed talk strategies across the curriculum, outside of Talk on Tuesday sessions
- Continued focus on the effect of disadvantage through pupil book studies across all areas of the curriculum

Outcome three: 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

Key stage one

	2021-22		2022-23	
	All	PP	All	PP (12)
Reading	54 (7)	27 (0)	57 (10)	33 (0)
Writing	40 (10)	18 (0)	60 (5)	42 (0)
Maths	62 (36)	10 (0)	65 (12)	58 (0)
Combined	37	9	46	17

When looking at our data it is important to note that many of our disadvantaged children have additional vulnerabilities and these have contributed to some of the barriers in their attainment. By implementing a pastoral lead and targeted pastoral interventions we are recognising that emotional / behavioural support is needed to help many disadvantaged children access their full academic potential.

Key stage two

	2021-22		2022-3	
	All	PP	All	PP
Reading	83 (31)	75 (17)	70 (23)	56 (17)
Writing	66 (10)	41 (8)	75 (3)	61 (0)
Maths	78 (17)	58 (0)	80 (22)	67 (11)
Combined	63 (5)	42 (8)	67 (2)	44 (0)

It is clear when looking at

statutory assessment that a PP gap is evident at this point within the three year plan. However, the PP gap has narrowed in KS2 maths (to 13%) and writing (to 14%) supporting the positive effect our new ambitious CUSP curriculum is having on attainment. When analysing KS1 data it is clear that the positive changes made to phonics is supporting PP early readers with the gap narrowing to 24% in reading attainment. We understand that the delivery of an ambitious curriculum through quality first teaching will take time to embed and we commit to staff CPD in order to see the PP gap continue to narrow.

Over the next academic year we will:

- Ensure that the PP gap is highlighted in core group meetings and discuss support for each disadvantaged pupil at an individual level, this may be through SEND support meetings, if appropriate
- Continue to develop quality first teaching through school and trust CPD

Outcome four: Achieve and sustain improved attendance for all pupils, particularly pupils in receipt of pupil premium funding

	Term 1 2022	Term 1 2023	
All children	93.63%	95.5%	+1.87%
PP children	91.34%	94.39%	+3.05%

We understand that attendance can be a barrier for our disadvantaged pupils as we strive to raise cumulative attendance to 96% for all. We recognise that barriers for these children are complex and require individualised family support. Over the past academic year our safeguarding review highlighted the strength in our attendance procedures and policy, this has resulted in increased attendance between 2022 and 2023, as shown above, but still shows a PP gap. This also may be a result of persistent absence in regard to some PP families. Our policy now ensures that everyone within our school community takes responsibility for attendance with robust procedures in place to support families with a personalised approach to dealing with absence. Teaching staff offer a direct line of support to our families, removing the absence stigma. We want to create a sense of community at Headley Park Primary School where all children and families, regardless of disadvantage, know that we are here to help. With this in mind, we have created more opportunities to convey this message through reading events and community swap shops.

Over the next academic year we commit to reducing the disadvantage attendance gap by:

- Continuing to review our procedures and policies regularly ensuring that they are always supportive and convey our ambition for all children to have 96% attendance over the academic year
- Target lateness due to the link this has with reading achievement especially in KS1
- Ensure that our wider school community events are communicated with all to develop a supportive community is created at Headley Park Primary School

Outcome five: there is equity of opportunity for all pupils, including access to educational visits and visitors.

At Headley Park Primary School we recognise that curriculum attainment can be improved through equal opportunities for all. We recognise that all of our children have different experiences of the world and our commitment to a trust wide enrichment passport structures wider experiences so disadvantage is not a barrier to a love of learning. Over the past academic year we have increased our links with local

community projects, such as: Avon Gorge Foundation, NSPCC, author visits and SS Great Britain golden ticket scheme. We have also provided music lessons, through the Bristol Beacon and Rocksteady, for disadvantaged pupils. Sporting excellence is a Headley Park tradition and our PE lead is working alongside the PP lead to ensure that PP children have equal access to these opportunities.

Moving forward we commit to:

- Building links with the Jonathon James Foundation to support PP pupils accessing residential trips (in Year 4 and Year 6)
- Continue to build and strengthen links with local community projects and involving families to take learning outside of the classroom

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)

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

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)