Pupil premium strategy statement 2025-2026

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
School name	Edward Heneage Primary Academy
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	48.7%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3-year plan 2023 - 2026
Date this statement was published	November 2024
Date this statement was reviewed	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	A Steedman
Pupil premium lead	K Herd
Governor / Trustee lead	E Jacklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,128
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	£139,128

Part A: Pupil premium strategy plan

Statement of intent

At Edward Heneage Primary Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The Academy sits within an area of high deprivation, being in the 1st decile (top 4%) nationally when using the IDACI. Pupil premium figures are higher than the national average at 48%.The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal to the best of their ability, including the progress of those who are high attainers.

We will consider the challenges faced by vulnerable pupils, such as young carers, looked after pupils, those who have the support of a social worker or other external agency input. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Quality-first teaching has been proven to have the most significant impact on closing the disadvantage attainment gap, whilst also benefiting non-disadvantaged pupils across our academy. Our approach is also intended to sustain and improve progress and attainment of non-disadvantaged pupils, alongside that of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, without making assumptions regarding the impact of disadvantage. To ensure our strategies are effective, we will:

- intervene early when need has been identified
- ensure disadvantaged pupils are adequately supported and challenged in the work that they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through the identification and reduction of barriers to learning
- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching which is based on current pedagogical research and guidance including EEF
- Target funding to ensure that pupils have access to trips and first-hand learning experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

Challenges

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

Challenge number	Detail of challenge
1 SEMH Needs Linked to AIP 2	Our assessments, observations and discussions with pupils and families have identified broad-ranging social, emotional and mental health issues for many pupils. These challenges are particularly exacerbated for disadvantaged pupils and have a greater impact on pupil learning behaviours, self-regulation, relationship-building and progress and attainment. No pupils, disadvantaged or non-disadvantaged, received a permanent exclusion in the academic year 2024-25. However, 83% of those who received a suspension were disadvantaged. A highly developed pastoral offer, including whole school and targeted work on self-regulation strategies, alongside developments of provisions for regulations spaces and break times, has led to a significant improvement in behaviour across the academy. However, disadvantaged pupils remain more likely to receive a suspension.
2 S&L/Oracy	Assessments, observations, and discussions with pupils indicate underdeveloped speech and oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Y6 and, in general, are more prevalent among our disadvantaged pupils than their non-disadvantaged peers. This is impacting on phonics attainment in KS1 and reading attainment in KS1 and KS2. On entry, pupils are screened using WellComm, BPVS and general SLCN concerns and for those who concerns are raised, a SALT Passport is implemented. Pupils are included within interventions, such as WellComm and Concept Cat and QFT addresses low level speech sound and vocabulary gaps. Referrals to NHS Speech and Language Therapy are completed for those with significant needs. Progress is monitored and pupils may then be added to our SEND register. We secure additional funding from the LA Early Years Team to support the delivery of our S&L interventions. Our end of KS2 data being above national demonstrates how we effectively address these deficits, however, we wish to further narrow the attainment gap at KS1.

3 GPS Knowledge Gap Linked to AIP 1 & 4	Internal and external assessment indicate that disadvantaged pupils have knowledge gaps across both core and non-core subjects. This knowledge gap is particularly pertinent in spelling, grammar and punctuation. The academy intends to remove barriers for disadvantaged pupils from multiple vulnerable groups (including SEND, external social care involvement and EAL) through high-quality teaching, scaffolding and challenging appropriately following the mastery approach in GPS. We plan to secure CPD around explicit teaching and front-loading SPAG elements as quality first teaching within 'I do, you do' element of lessons. We have already implemented the Pixl spelling programme from Y2 upwards, and we are creating a Fundamentals document for writing, which explicitly breaks down SPAG elements to be mastered in each year group. The above will enable us to quickly identify cohort deficits and track progression.
4 Low starting point/EAL Linked to AIP 3	Assessments and observations indicate that many disadvantaged pupils enter our academy with low starting points, with an additional challenge posed by our EAL pupils new to the country. EAL pupils now account for 21% of the whole academy. This is also more evident in our Early Years setting, with pupils joining our Reception provision from other pre-school and nursery settings. As described above in challenge 2, we have a robust S&L offer, and we also complete a range of screeners for new starters in order to identify needs as early as possible. Targeted QFT and interventions are implemented, and progress is tracked during PPCMs and TSP reviews.
5 Attendance Linked to AIP 3&5	Our attendance data over the last 2 years demonstrates an improvement trend and attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our monitoring indicates that persistent absence and lateness is negatively impacting disadvantaged pupils' progress. We have a robust support offer to promote good levels of attendance, with home visits occurring from day 1 of absence for all vulnerable pupils and those in PA. We also commission support from an Education Welfare Office who meets with our families to offer further support and explain the statutory measures implemented to improve attendance.
6 Experiences Trips Linked to AIP 3	Discussions with pupils and families have highlighted that disadvantaged pupils have less exposure to extra-curricular and enriching experiences outside of school. The academy intends to provide enrichment and raise aspirations for disadvantaged pupils in order to promote knowledge and curiosity and positively impact on pupil attainment and progress.

	We fully fund all disadvantaged pupils residential trips, from y3 to y6 and heavily subsidise all other academy visits.
7 Positive Parental Engagement Linked to AIP 5	Our observations and discussions with families indicate that positive parental engagement has reduced since the pandemic. Our aim is to re-build positive relationships with parents through timely communication and increased parental participation events.

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
1 To teach self- regulation strategies in order for pupils to regulate their emotions effectively, promoting positive behaviours and attitudes for learning.	Reduction in number of external and internal suspensions overall, but in particular for disadvantaged (and those within multiple vulnerable groups). Improved pupil wellbeing as indicated by staff, pupil and parental voice.
2 For disadvantaged pupils with delayed speech and oral language skills and vocabulary gaps, to make rapid progress from their starting points.	Early identification of S&L needs. S&L interventions implemented quickly and consistently. Timely referrals to SALT and Chatterbug. Reduction of attainment GAP for phonics and reading sooner.
3 Improved spelling, grammar and punctuation attainment among disadvantaged pupils at the end of KS2.	EXS and GDS writing and SPAG attainment is at least in line with National. KS2 GPS outcomes in July 2025 show that at least 75% of disadvantaged pupils met the expected standard, in line with national statistics for disadvantaged pupils.
4 Broader and deeper knowledge across core and non-core subjects, for disadvantaged pupils (especially those across multiple vulnerable groups).	Attainment and progress measures assessed via Bromcom data and PPCMs.

Improved maths attainment, at greater depth standard, among disadvantaged pupils at the end of KS2. KS2 maths outcomes in July 2025, at greater depth standard, was slightly above national for disadvantaged pupils. We intend to further build upon this success.	SEND attainment and progress measures assessed via small steps targets and assessment for all. Reduction of attainment GAP for disadvantaged pupils across all subjects.
5 Achieve and sustain improved attendance and punctuality for all disadvantaged pupils.	Sustain improved attendance by remaining lower than national average for national disadvantaged pupils with persistent absence. Continue to reduce our percentage of disadvantaged pupils within PA 2022/23 Cohort 135 EHPA 20.7% National 29.3% 2023/24 Cohort 115 EHPA 23.5% National 27.1% 2024/25 Cohort 98 EHPA 13.3% National 24.5%
6 The academy intends to provide enrichment and raise aspirations for disadvantaged pupils	Subsidised academy visits for all disadvantaged pupils Prioritised invitation to breakfast club Prioritised attendance for extracurricular clubs
7 To promote more positive parental engagement	Arrange coproduction events for PINS project and academy policy reviews Improved communication, via increase to social media advertising of events, means increase in attendance Positive parental voice on questionnaires and feedback

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: £61,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incorporating scripted language around emotional regulation into the new academy behaviour policy and embedding this within daily classroom conversation	A universal approach to behaviour intervention has positive overall impact (+4 months), especially when complemented by: 1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. 2. Personalised CPD programme for individual staff and phases. 3. Key marginal tracking of pupil premium children along with targeted interventions, quality first teaching and scaffolds. 4. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. 5. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact. 6. When adopting behaviour interventions – whether targeted or universal -–– it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school. Behaviour interventions | EEF Research & Evidence Base - THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION PINS Project Undertaken Positive Regard Practitioner and Specialist Practitioner Undertaken New Behaviour for Learning & Life Policy introduced September 2025.	1, 2, 4, 5, 7

Improving the quality of teaching in reading through a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, alleviating cognitive load. Improving the quality of teaching in reading through the Talk 4 Reading model, supplemented by the use of PIXL intervention strategies with a view to improving outcomes at both EXS and GDS.	Based on extensive evidence, the phonics approach has a positive impact on the development of early reading skills - this applies to accuracy of word reading but not necessarily comprehension. This is particularly significant for children from disadvantaged backgrounds. Phonics | EEF Read Write Inc. Phonics | EEF Based on extensive evidence, reading comprehension strategies have a positive impact (of up to an additional 6 months progress or greater) when applied alongside phonics as crucial components of early reading instruction. Reading comprehension strategies | EEF Voice 21 aims to increase access to a high quality oracy education, particularly for those children that need it most. The EEF evidence on oral language interventions has found the impact for early years to be +7 months and the impact for primary schools to be +6 months. Oral language interventions | EEF	2, 3, 4
Applying a consistent approach to explicit vocabulary instruction, spelling, grammar and punctuation across the curriculum.	Importance of vocabulary instruction as an element in high-quality literacy is referenced in EEF recommendations for KS1 and KS2. Improving Literacy in Key Stage 1 | EEF Improving Literacy in Key Stage 2 | EEF Pixl aims to improve the life chances and outcomes for pupils through innovative approaches and proven strategies. We implement both the Pixl spelling programme and Pixl therapies to address gaps in foundational knowledge. The PiXL Club - Home	2, 3, 4

Improving the quality of teaching in Maths through a mastery approach and funding coaching for class teachers and maths lead. With a view to improving outcomes at both EXS and GDS, maths teaching will be supplemented by PIXL intervention strategies.	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic, resulting in pupils' gaps in knowledge closing. Mastery learning | EEF Improving Mathematics in the Early Years and Key Stage 1 | EEF Improving Mathematics in Key Stages 2 and 3 | EEF 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: Mathematics guidance: key stages 1 and 2 - GOV.UK Maths Hub CPD for EYFS leader NPQLPM for Maths Leader	3, 4
Improving the quality of teaching in Writing through the Talk 4 Writing model, with particular focus on high-quality teacher modelling and scaffolding, and effective feedback and assessment. This includes discrete teaching of spelling, grammar and punctuation skills to then be applied in writing across the curriculum.	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic, resulting in pupils' gaps in knowledge closing. Mastery learning | EEF Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback | EEF Pixl aims to improve the life chances and outcomes for pupils through innovative approaches and proven strategies. We implement both the Pixl spelling programme and Pixl therapies to address gaps in foundational knowledge. The PiXL Club - Home	2, 3, 4

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

Budgeted cost: £25,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introducing an extensive programme of SEMH interventions, both 1:1 and small-group-based, to support emotional regulation.	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. 1. These approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. 2. More specialised approaches to social and emotional learning, targeted at pupils with particular social or emotional needs, seem to have greater impact on average 3. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils which is the core purpose of Lego Therapy and Drawing and Talking Group Therapy. Social and emotional learning | EEF Behaviour interventions | EEF Research behind Thrive Exploring the outcomes of Thrive: Shortmedium term - Children and young people	1, 2, 3, 4, 5
Early identification of speech and language difficulties	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. In turn, this will allow for earlier identification of those with potential speech and language SEND. This applies to both Early Years and KS1 settings alike Communication and language approaches |	1, 2, 3, 4

	EEF Oral language interventions | EEF	
Early diagnosis of reading difficulties e.g. phonemic barriers, scotopic sensitivity	The SEND code of practice recommends the “three steps of early action” when assessing and identifying special educational needs and disabilities. EEF describes this as a sound logic model with moderate effectiveness. Early identification of reading difficulties is also one of the seven strands for improvement in literacy at KS2. “The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.” Special educational needs and disability code of practice: 0 to 25 years Special educational needs and disabilities (SEND) | EEF Improving Literacy in Key Stage 2 | EEF	1, 2, 3, 4
Using computer-based reading intervention programmes to accelerate progress for struggling readers e.g Lexia	Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds, in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils’ individual abilities and needs given the potential for such programmes to adapt and focus on the child’s learning needs. Lexia Reading Core5® | EEF	2, 3, 4
1:1 and small group tuition and intervention in maths and reading with experienced KS2 teachers with particular focus on disadvantaged key marginal targets for EXS and GDS	On average, one to one tuition is very effective at improving pupil outcomes especially for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons as well as when delivered by experienced, well-trained teaching staff. One to one tuition | EEF	1, 2, 3, 4, 6, 7

	Regular use of Pixl to identify attainment gaps and set targets for disadvantaged pupils The PiXL Club - Home Intervention programmes implemented to support rapid progress Teaching Assistant Interventions | EEF	
Provision of Chrome Book devices for all year 3 and 4 pupils.	Part of on-going year 3 and 4 project to support their learning No child left behind in plans to narrow the digital divide in education - GOV.UK	

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

Budgeted cost: £35,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Liaising with external LA services for mental health support outside of school for both pupils and families alike Early Help Navigo – CAMHS Compass Go Fortis Young Carers THRIVE support and subscription	As parents play a crucial role in supporting their children's learning and development, it is vital that those parents who are struggling, are supported effectively to enable them to be in the best position to support their children. Effective parental engagement can lead to learning gains of +3 months over the course of a year. More sustained and intensive support has the greatest impact according to EEF research including: -careful communication free from stigma, blame or discouragement -focus on building parental efficacy under equal home-school partnership -advocacy of consistent approach to behaviour between parents and school Working with Parents to Support Children's Learning | EEF	1, 2, 3, 4, 5, 7

Working alongside local EWO team to support with attendance and welfare visits Use of SOL attendance tracker to identify and analyse absence and punctuality patterns	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. We have built a positive culture for attendance through celebrating attendance in multiple ways; individually, classes, house teams and as a school. Working together to improve school attendance - GOV.UK The DfE guidance has supported us with communicating with parents regarding their child's attendance, through scheduled Mcas messages for late children, class teacher meetings, meetings with the attendance team and EWO. As well as celebrating the individual successes with positive phone calls and postcards home. https://www.gov.uk/government/publications/working-together-to-improveschool-attendance/toolkit-for-schoolscommunicating-with-families-to-supportattendance	1,2,3,4,5,7

Total budgeted cost: £ *148,609*

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Our end of KS2 outcomes for disadvantaged pupils were either on par or slightly above with national outcomes for all pupils at: 75% for reading, 75% for writing (+3%) and 75% for maths (+1%). We achieved 69% combined for disadvantaged pupils which was 7% higher than the national combined for all pupils, and 22% above national combined for disadvantaged pupils at 47%.

In terms of attainment at the greater depth standard, we achieved 44% in reading for disadvantaged pupils, which was 11% higher than national for all pupils at 33%. Our writing attainment was on par with national all pupils at 13% and finally our maths attainment was 5% above at 31%, with national all being 26%. In 2025, our combined greater depth attainment for disadvantaged pupils was 13%. This is 2% above national for all pupils at 11%, and 9% above national disadvantaged at 4%.

This clearly demonstrates strong outcomes at the end of KS2 however, we recognise further focus needs to be given to the greater depth standard for disadvantaged pupils in writing. In addition to this, further work will be undertaken to enhance our pupils' knowledge and skill in grammar, punctuation and spelling as a recognised area of development. KS2 GPS outcomes in July 2025 show that at least 75% of disadvantaged pupils meet the expected standard, in line with national statistics for disadvantaged pupils.

Regarding the Multiplication Tables Check, nationally 90% of all children achieved 20+ with 83% of disadvantaged pupils achieving 20+. In addition to this, disadvantaged pupils scored 2.4 points lower than pupils not known to be disadvantaged.

At EHPA during 2024-25, 25 pupils undertook the MTC, with 13 being considered disadvantaged, a percentage of 48%. Only one of these pupils did not achieve the pass mark, therefore 92% of our disadvantaged pupils achieved the expected standard. This is above our non-disadvantaged pupils who achieved the expected standard, which is 66% and above national at 83%.

PSC 2024-25: 95% of Y1 of all children passed. In terms of disadvantaged children, 100% of children passed, which is above national for disadvantaged pupils at 67% and national for all pupils at 80%. When considering the Y2 retake, both children were disapplied, as they experience significant SEND needs and have EHCPs in place outlining their personalised pathways.

EYFS: Last academic year there were 30 pupils, 14 disadvantaged and 16 non-disadvantaged within the cohort. Overall, 80% of all pupils at EHPA reached GLD, which is above national of 68.3%.

More specifically, 76.9% of disadvantaged pupils reached GLD, which is significantly above national at 51.3%. Nationally the attainment gap between disadvantaged

pupils and non-disadvantaged pupils stands at 21.3%, whereas the EHPA attainment gap is only 3.1%. We have identified fine motor, writing and speaking as our focus areas to develop this academic year to promote further reductions to the attainment gap within EYFS.

Due to our ongoing work regarding attendance, we have seen a positive cultural shift. We implement strategic oversight to ensure effective actions are taken in a timely manner. Overall attendance for 2024-25 was 95.2%, with disadvantaged pupils achieving slightly higher at 95.4% (+0.2). Our disadvantaged pupils who were classed as persistent absence for last academic year was 13.3%, which is significantly lower than national at 24.5% (-11.2%).

We secured and delivered several wider experiences for children including: a whole school pantomime, residential trips for years 3-6, visits for all classes, sporting events, extra-curricular clubs and visitors. These were all well-received by children and parents and their voice has been very positive regarding this.

Thrive continues to be implemented across the academy to support pupils with social, emotional and mental health needs. In addition to this, we have a pastoral team who provide invaluable support to pupils also. There has been a reduction in child-on-child abuse occurrences and there have been improvements to behaviour during unstructured times. Dues to the success of Thrive, and class Thrive, we continue to have two members of staff to undertake this beneficial work, and we are also currently delivering a parental Thrive programme too.

This academic year, we have also been able to increase our outside agency support offer, with the addition of two specialist advisory teachers and an outreach support programme for high needs pupils. One of the advisory teachers specialises in SEMH support and will be a great asset to both our pastoral and SEND provisions.

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
Positive Regard Practitioner Programme – All staff	Positive Regard – Wellspring Trust
Positive Regard Specialist Practitioner Programme – 2 staff (SLT)	Positive Regard – Wellspring Trust
Promoting the Inclusion of Neurodiversity in Schools (PINS) Programme – All staff	PINS Project Team

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£496 Allocated to pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)