

Pupil premium strategy statement - Heighington Millfield Primary Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 (reviewed annually)
Statement authorised by	Donna Woosey
Pupil premium lead	Donna Woosey
Governor / Trustee lead	Dr Peter Rose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66090
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£66090

Part A: Pupil premium strategy plan

Statement of intent

At Heighington Millfield Primary Academy, we believe every child deserves the very best education, equipping them with the skills, knowledge, and values they need to thrive in an ever-changing world. Our overarching goal is to provide an inclusive and nurturing learning environment where all children, regardless of their background or starting point, are supported to achieve their full potential.

For disadvantaged pupils, we aim to improve life chances by ensuring they achieve to a high standard across all curriculum areas, addressing barriers to learning and developing their resilience, confidence, and aspirations. Through high-quality teaching and structured interventions, we will focus on closing attainment gaps while promoting well-being and personal growth.

Our approach reflects our Trust's mission to improve the life chances of pupils so they become true citizens of the world. This means providing opportunities for every pupil to engage with a rich, balanced curriculum that not only promotes academic excellence but also develops critical thinking, creativity, and respect for others.

The funding we receive for disadvantaged pupils will ensure that those children in receipt of funding are able to achieve as well as their peers, including progress for those who are already high attaining. We believe that quality first teaching is vital to closing the gap whilst focusing on the areas that disadvantaged pupils require, which has proven to have the greatest impact and at the same time will benefit the non-disadvantaged pupils. Similarly, the experience of all children is rooted in common principles:

- Experience should be equitable, fair and open to all pupils.
- Interventions should be equitable, fair and open to all children.
- Parental values or capacity should not act as a barrier to the ambition of any child.

Our approach is to empower every learner with the tools and mindset needed to succeed. This will be achieved through:

- **Quality First Teaching:** Ensuring every lesson meets the needs of all pupils, with a focus on inclusivity and challenge.
- **High-Quality Interventions:** Delivering targeted support that enables disadvantaged pupils to overcome specific barriers to progress.
- **Enrichment Opportunities:** Providing cultural, social, and extracurricular experiences that inspire ambition.
- **Well-Being Support:** Supporting the social and emotional needs of our pupils, ensuring they feel valued, safe, and motivated to succeed.
- **Community Engagement:** Building strong partnerships with families and the wider community to create a supportive network for our learners.

The Pupil Premium Strategy will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils often display oral language and vocabulary comprehension gaps and this is more prevalent in disadvantaged students. This is evident in both their reading and writing attainment.
2	A combination of diagnostic assessments identifies that disadvantaged pupils often have greater difficulty with phonic acquisition than their peers. This correlates with their development as readers.
3	Internal data indicates that disadvantaged pupils struggle to write and spell accurately compared to their peers.
4	Behaviour and wellbeing observations indicate that many of our disadvantaged pupils are struggling to self-regulate and which is impacting upon their progress and attainment.

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
Improved oral and language skills.	<p>Disadvantaged pupils will demonstrate improved oral language skills and vocabulary comprehension, enabling them to confidently articulate ideas, engage in discussions, and access a wider range of texts. Adults will support through sustained shared thinking strategies.</p> <p>This will lead to measurable improvements in both reading and writing attainment, with a particular focus on closing the gap between disadvantaged pupils and their peers.</p> <p>End of Foundation Stage GLD is positive for all children.</p> <p>All children experience a language rich early years curriculum.</p>
Improved reading outcomes among disadvantaged pupils.	<p>Disadvantaged pupils will develop strong phonics skills that enable them to read confidently and fluently. Through targeted, structured, and consistent phonics interventions, the literacy gap between disadvantaged pupils and their peers will narrow.</p> <p>By the end of the academic year, more disadvantaged pupils will meet the expected standards in Y1 phonics, supporting their overall progress in reading and their ability to engage with a broader range of literacy activities.</p>

	<p>Assessment of reading shows that all children read with fluency and understanding.</p> <p>End of Key Stage 2 outcomes in reading are positive for all children.</p>
<p>Improved writing and spelling outcomes among disadvantaged pupils.</p>	<p>Disadvantaged pupils will enhance their writing and spelling abilities, achieving standards comparable to their peers.</p> <p>Through targeted support, explicit teaching of sentence construction, punctuation, and spelling, and providing relevant writing opportunities, these pupils will demonstrate measurable progress.</p> <p>By the end of the academic year, the attainment gap in writing and spelling between disadvantaged pupils and their peers will be significantly reduced, contributing to overall literacy improvement.</p>
<p>Enhancing self-regulation and behaviour in disadvantaged pupils</p>	<p>Disadvantaged pupils will develop improved self-regulation skills, leading to enhanced behaviour and increased engagement across the curriculum.</p> <p>Through targeted interventions and support, these pupils will learn to manage their emotions and behaviours effectively, resulting in better academic progress and personal development.</p> <p>Appropriate signposting in place for wellbeing support for all families.</p> <p>Staffing capacity ensures that families are supported to access the right support for their children to achieve and behaviour not become a barrier to accessing learning across the curriculum.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop pedagogy through the Great Teaching Toolkit - staff CPD focusing on quality first teaching	The EEF Guide to the Pupil Premium EEF Strand 1 – the importance of quality first teaching and the positive impact CPD has upon the outcomes of all children. https://evidencebased.education/great-teaching-toolkit-cpd/	1,2,3
Develop the skills and expertise of staff through engagement in the Trust Professional Learning Programme – focussed on assessments	Our Trust professional learning is designed to support teachers to be the best they can be. It is evidence informed and supports areas such as SEND, Meta-Cognition, assessment and behaviour. All Trust Frameworks are based on current educational research.	1,2,3,4
Writing Across the Curriculum: Encouraging writing in every subject area, linking writing tasks to real-world scenarios to engage pupils.	Chris Quigley – Writing to Learn - Blog : Chris Quigley Education, Training Courses and Educational Resources for Schools and Teachers Improving Literacy in Key Stage 2 EEF	1,3
Behavioural Interventions: Use positive reinforcement systems and individualised behaviour plans to support pupils with specific behavioural needs – self-regulation strategies	Improving Behaviour in Schools EEF EEF Self-Regulation and Executive Function	1,4

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support through small group or	Targeted academic support	1

1:1 sessions, focusing on vocabulary development, sentence structure, and speaking skills – using WellComm resource to support	The EEF Guide to the Pupil Premium EEF WellComm - GL Assessment	
Daily Reading Sessions: Implementing daily reading time, either 1:1 or in small groups, to focus on fluency, comprehension, and decoding.	Improving Literacy in Key Stage 1 EEF Education Endowment Foundation (2018) found that phonics and reading interventions can significantly improve reading outcomes, particularly for disadvantaged pupils.	2
Phonics Programme (SSP): Structured phonics sessions for early readers or those with reading difficulties, supporting the first 20% with daily interventions	Phonics Toolkit Strand Education Endowment Foundation EEF Phonics EEF	2
Targeted Spelling Programmes: Implementing structured Active Spelling sessions that focus on both high-frequency and complex words.	Lincolnshire Teaching Hub L.E.A.D Teaching School Hub - Active Spelling Impact	3
Grammar and Sentence Structure – Short Burst Writing. Regular activities that focus on grammar, punctuation, and sentence formation to improve writing fluency.	Education Endowment Foundation (2017) reports that focused writing interventions, especially those with a specific focus on spelling, can lead to improved writing quality and fluency.	3

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

Budgeted cost: £10,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mindfulness and Wellbeing Programs:	EEF Toolkit (2020) suggests that effective self-regulation strategies can lead to	4

<p>Introducing mindfulness exercises, meditation, and reflection periods throughout the day to help pupils manage stress and regulate emotions – support from ELSA trained member of staff.</p>	<p>better academic outcomes, as well as improved classroom behaviour and engagement.</p>	
<p>Social and Emotional Learning (SEL): Implementing structured SEL programs to help students develop emotional regulation, self-control, and empathy. Support from academy ELSA trained member of staff and SENCo.</p>	<p>Durlak et al. (2011) found that SEL programs can lead to improvements in both social behaviour and academic performance, particularly in disadvantaged groups.</p>	<p>4</p>
<p>Lincoln City Foundation will support through a programme called 'IMPowered', building resilience and regulation of behaviour in children</p>	<p>Primary Schools PE Programmes External Lincoln City Foundation</p>	<p>4</p>

These activities are designed to directly address the key challenges faced by disadvantaged pupils. The evidence indicates that when implemented effectively, these interventions can have a measurable impact on outcomes across oral language, reading, writing, and behaviour, helping to close the attainment gap for these pupils.

Total budgeted cost: £66,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023/2024 KS2 Outcomes						
	% at EXS or above			% at GDS or above		
	Whole Cohort	National Average	Pupil Premium (7 pupils)	Whole Cohort	National Average	Pupil Premium (7 pupils)
Reading	83	74	57 (5 pupils)	30		5 (1 pupil)
Writing	79	72	43 (4 pupils)	2		0
Maths	81	73	57 (5 pupils)	20		0
GAPS	85	72	57 (5 pupils)	31		0

GLD
Children achieving GLD (62%) was slightly below national average of 67% in 2023/2024. Language development is a challenge point, and therefore will be an area for targeted intervention and support.

Phonics
93% of children in Year 1 attained the phonics pass mark. There is no evidence that children in receipt of PP performed differently to their peers.

Early language intervention
The number of children who require early language support continues to rise. The impact of the work is beginning to demonstrate a positive impact.

Vocabulary
Specific vocabulary work has been embedded within the curriculum and PP funding has been used to enhance staff expertise, the access to high quality texts and a raised expectation of oracy.

Externally provided programmes

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

Programme	Provider
None	

Service pupil premium funding

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**

All children are supported to achieve across the curriculum through high quality teaching and targeted academic interventions. Our Service 'Pupil Champion' supports the service families throughout the year, offering emotional support and guidance. Families are supported during times of deployment and children are invited to attend external memorials and remembrance services to deepen their understanding. Service children are encouraged to teach other pupils through whole school assemblies and knowledge building displays in school.

Other support includes group visits, group and individual well-being meetings.

The impact of that spending on service pupil premium eligible pupils

Parental voice states that they feel their children are settled well into school and pupils say that they find friends quickly which helps them feel part of the school. Children and parents stated that they felt supported during deployments. Information is quickly shared with new schools and children feel prepared for their transition.