

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	210
Proportion (%) of pupil premium eligible pupils	13%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Donna Woosey
Pupil Premium lead	Donna Woosey
Governor / Trustee lead	Mr Simon Curtis (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£42,420

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	<u>Oral language and vocabulary gaps</u> Pupils continue to display gaps in oral language and vocabulary comprehension, which are more prevalent among disadvantaged pupils. This is evident in both their reading and writing attainment.
2	<u>Phonic acquisition and early reading</u> Diagnostic assessments indicate that disadvantaged pupils often experience greater difficulty with phonic acquisition than their peers. This continues to impact their development as fluent and confident readers.
3	<u>Writing and spelling accuracy</u> Internal assessment data shows that disadvantaged pupils struggle to write and spell accurately compared to non-disadvantaged pupils, which limits their ability to demonstrate understanding across the curriculum.
4	<u>Attendance</u> Attendance data indicates that disadvantaged pupils are more likely to have lower attendance rates than their peers. Persistent absence and irregular attendance are impacting continuity of learning, progress, and overall 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
1. Improved oral language and vocabulary	Disadvantaged pupils will demonstrate improved oral language skills and vocabulary knowledge, enabling them to confidently articulate ideas, participate effectively in classroom discussions, and access age-appropriate texts across the curriculum.
2. Improved phonic knowledge and reading fluency	Disadvantaged pupils will secure phonic knowledge in line with age-related expectations, with the percentage achieving the expected standard in phonics increasing from 72% (2024/25) to at least 90% by the end of 2025/26. This will result in improved reading accuracy, fluency, and comprehension, and a reduced attainment gap between disadvantaged pupils and their peers.
3. Improved writing and spelling accuracy	Disadvantaged pupils will produce writing that is increasingly accurate in spelling, grammar, and

	sentence structure. Writing attainment will be at least in line with that of non-disadvantaged pupils, enabling pupils to clearly communicate ideas and demonstrate understanding across the curriculum.
4. Improved attendance and engagement in learning	Disadvantaged pupils will demonstrate improved attendance and punctuality, with average attendance rising to at least 96%, in line with non-disadvantaged pupils. Improved attendance will ensure equitable access to high-quality teaching and learning, supporting stronger progress and continuity of learning.

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

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
Purchase of a writing scheme – Penpals to support with transcription skills, reducing cognitive load to enable pupils to compose	DfEs writing Framework and EEFs improving literacy in KS1 and KS2 All documents place emphasis on promoting fluent written transcription skills by encouraging extensive and purposeful practice. (recommendation 6 in EEF report)	3
Teacher monitoring and evaluation time out of the classroom - Monitor the impact of TAs being deployed to support writing activities/scaffolding	EEF - Deployment of TAs Recommendation to deploy TAs to scaffold learning through children having greater independence and ensure staff are expertly trained to help guide children to become independent learners.	3

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support through small group or 1:1 sessions, focusing on vocabulary development, sentence structure, and speaking skills – using WellComm resource to support	Targeted academic support The EEF Guide to the Pupil Premium EEF WellComm - GL Assessment	1
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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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: £42,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Good Level of Development (GLD)

GLD improved from 62% to 64% in 2024/25. While national data is 68%, this indicates a positive trajectory. Disadvantaged pupils remain a priority among those not achieving GLD, particularly in communication and language.

Phonics: Year 1 phonics outcomes declined to 70% in 2024/25, reflecting cohort-specific needs and lower starting points, particularly for disadvantaged pupils. Year 2 re-check outcomes improved to 33%, showing that targeted intervention is beginning to have impact. This was a dip in data due to cohort specific challenges. Rigorous intervention and fidelity to our accredited programme gives us assurances that we know the priorities and continue to strive for 100% in everything that we do.

KS2 Outcomes – Disadvantaged vs National

Subject	National % (Disadvantaged)	Academy % (Disadvantaged)	National % (Non-disadvantaged)	Academy % (Non-disadvantaged)
Reading	63%	100% (6)	81%	79% (19)
Writing	59%	100% (6)	78%	88% (21)
Maths	61%	97% (5)	80%	88% (21)
Combined	47%	97% (5)	69%	71% (17)

KS2 disadvantaged outcomes are significantly above national disadvantaged averages across all subjects. Despite the small cohort size, outcomes demonstrate the strong impact of pupil premium funding, with disadvantaged pupils achieving in line with or exceeding non-disadvantaged pupils locally and nationally.

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.