

Heptonstall School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Heptonstall J& I School
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	5(10%)
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Shameem Hussain
Pupil premium lead	Fiona Pether
Governor / Trustee lead	Tim Machin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,750*
Total budget for this academic year	£19,740

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy will focus on supporting disadvantaged pupils to make progress in-line with their peers. We believe every child should have the opportunity to thrive and fulfil their potential, regardless of their background or circumstances. Our goal is for all pupils to leave our school equipped with the essential knowledge and skills needed for future success, supported by an enriching and inclusive environment. We are committed to helping every child achieve the best possible outcomes as they move on to the next stage of their education.

Our Pupil Premium Strategy is informed by high-quality research and knowledge of our children and local community. Our ultimate objectives are as follows:

- To ensure that teaching and learning opportunities meet the needs of all our disadvantaged pupils
- For all of our disadvantaged children to make progress in line with the nationally expected progress rates
- To support our disadvantaged children with their health and well-being so that they are ready to learn and can access their learning at an appropriate level.
- To ensure disadvantaged pupils are suitably challenged.

In order to achieve our objectives, we will do the following:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Monitoring the progress of disadvantaged pupils regularly and assessing the impact of provisions.
- Provide targeted intervention and support to quickly address identified gaps in learning including small group work and 1:1 tuition
- Support pupils with their social and emotional health so they have positive attitudes to learning and school
- Provide further enrichment and leadership opportunities for disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Children with disadvantaged backgrounds do not reach the age-related expectation as often as those from non-disadvantaged backgrounds in Maths and English
2	The attainment gap between disadvantaged pupils with SEND and their peers is twice as big as the gap between children eligible for Pupil Premium funding and their peers.
3	There are a number of pupils requiring additional social and emotional support and an increased need to develop self-regulation strategies to support their learning.

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
To ensure disadvantaged pupils will make accelerated progress through quality first teaching narrowing the gap in reading, writing and maths.	- Teachers assess accurately and plan appropriate task so pupils make accelerated progress - Lessons are adapted appropriately for the individual needs of the children - Data drops, learning walks show that pupils are making good progress - Quality Assurance from the Trust show that PP pupils are making progress in line with peers. - PP pupils achieving at least national average in phonics and all subjects at the end of KS2 - PP pupils in all year groups are achieving national average in all subjects
To use targeted academic support to narrow in R,W and M for those eligible for Pupil Premium pupils through carefully planned interventions	- Specific interventions in place appropriate for the needs of the individual pupils e.g ELS Phonics, WRM TA Maths Hub - ANP targets are 'SMART' and Sonar assessments evidence pupils are making progress through the achievement of these targets.
To ensure our disadvantaged children are emotionally prepared for learning and equipped with effective self-regulation strategies, enabling them to make strong and rapid progress across the curriculum.	- Daily interventions delivered by staff including sensory circuits - CPOMS data shows a reduction in the behaviour incidents as a result of dysregulation. - Children, staff, parent surveys evidence positive attitudes to school and learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for teachers to support PP children to make accelerated progress. (Links the with Academy Improvement Plan focus on English and Maths)- see training timetable	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Findings show that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Nationally the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND which would also benefit PP pupils. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https://www.greatteaching.com/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1 and 2
Phonics teaching in EYFS/KS1(KS2 pupils fallen behind) in smaller groups and streamed across the school. Additional phonics catch up for pupils who have fallen behind.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2

Continue to embed high quality adult/ child interactions and enhance our language rich learning environments particularly in EYFS (EYFS practitioner employed to support this). <i>Links with the Improvement Plan on oracy</i>	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial. SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Law et al Early Language Development_final.pdf?v=1727113350	1 and 2
--	---	---------

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

Budgeted cost: £10,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 1:1 and small group work tuition to support rapid catch-up for PP children	The school will continue to provide small group tuition for pupils whose education has been most impacted by the pandemic. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum SUPPORTING EVIDENCE: Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF	

	educationendowmentfoundation.org.uk	
--	--	--

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that disadvantaged pupils have access to a range of quality enrichment activities throughout the year (e.g. school trips, subject specific visits, external visitors)	Research by the EEF shows that skills such as self- control, confidence, social skills, motivation and resilience underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes. Children experience a range of activities to support this including school trips to London, Manchester policing museum, Y5/6 residential, Eureka, external visitors and weekly Forest School sessions.	1,2 and 3
Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given: • sensory circuit • Behaviour treat/reward • Lunchtime support • Social and Emotional intervention groups	Social and emotional learning (SEL) 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. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1,2 and 3

• Access to sensory room and adult support	SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
--	--	--

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

The 2025/26 Pupil Premium offer focused on identifying and addressing barriers to learning so that disadvantaged pupils could access the support and opportunities needed to reach their full potential. Provision was informed by current educational research and EEF evidence, with funding used to strengthen teaching, develop staff expertise, enhance curriculum provision and provide targeted interventions.

Funding also supported wider enrichment opportunities, including trips, residential and external visitors, while Teaching Assistants were strategically deployed to support vulnerable learners. Resources such as the WRM TA Hub and ELS Phonics programmes provided additional targeted support to improve pupils' progress, attainment and wider experiences.

100% of pupils passed the Phonics Screening Check (None of these 7 pupils were Pupil Premium).

	Reading	Writing	Maths	R,W, Maths Combined
2026 ALL (7 pupils)	86%	71%	86%	57%
2026 PP (1 pupil)	100%	100%	100%	100%

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A