

Pupil premium strategy statement – Great Heath 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	432
Proportion (%) of pupil premium eligible pupils	21.5%
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 As part of a 3 year plan from 2024/2025 to 2026/2027
Date this statement was published	31/10/25
Date on which it will be reviewed	Termly December 2025 March 2026 July 2026
Statement authorised by	Emily Mitchinson
Pupil premium lead	Emily Mitchinson
Governor / Trustee lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£163,530

Part A: Pupil premium strategy plan

Statement of intent

At Great Heath Academy, we are committed to ensuring that every pupil, regardless of their background or financial circumstances, has access to high-quality education and the opportunity to thrive academically, socially, and emotionally. Our Pupil Premium Strategy is designed to close the attainment gap between disadvantaged pupils and their peers, while also nurturing the broader development of every child.

The Pupil Premium funding is used to support pupils who:

- Are or have been from low income families
- Are from families who are serving members of the armed forces
- Are looked after, or previously looked after

At Great Heath Academy we aim to raise attainment for disadvantaged pupils so that it is comparable with that of non-disadvantaged pupils nationally. Our plan focuses on addressing the key challenges that are preventing some of our disadvantaged pupils from attaining well: speech and language needs; social emotional and mental health needs; gaps in curriculum; lack of life experiences; attendance, punctuality and high mobility

We do not make assumptions about the impact of disadvantage and ensure we build strong relationships with our families to understand any barriers that might be in place. We aim to improve engagement and attendance by fostering a sense of belonging and purpose for families and pupils.

We understand the importance of life experiences in enhancing education and know that these are not accessible for all our pupils. We therefore aim to provide a variety of well planned enrichment opportunities to enhance wellbeing through pastoral care and enrichment opportunities.

Our curriculum is designed to be inclusive, ambitious, and responsive to the needs of all learners. We ensure that disadvantaged pupils have full access to a broad and balanced curriculum that builds knowledge, skills, and cultural capital. Through adaptive teaching, scaffolded support, and high-quality resources, we aim to close gaps in learning and promote deep understanding across subjects. We prioritise literacy and numeracy as foundational skills, while also enriching pupils' experiences through creative, scientific, and humanities-based learning. Our approach is rooted in evidence-informed practice and a belief that every child deserves to be challenged, inspired, and supported to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language Children start Reception with below age-related attainment in language making it difficult to access the EYFS curriculum. This can lead to lower attainment in the Y1 phonics screening
2	Gaps in academic attainment. Lower language levels impact on attainment across the school At the end of KS2 in 2025 59% of children eligible for pupil premium achieved the expected level of writing compared to 72% of non- pupil premium children The gap in writing is larger than any other subject. In maths 65% of those eligible for pupil premium achieved age related expectation compared to 67% of non-pupil premium children. In reading 65% of those eligible for pupil premium achieved age related expectation compared to 67% of non-pupil premium children.
3	Attendance and high mobility Attendance for the whole school is in line with national. For 2024/2025 children eligible for pupil premium had an attendance rate of 92.9% compared to 95.4% for the whole school. Children eligible for pupil premium had a persistent absentee rate of 22.2% compared to 11.4% for the whole school.
4	Social, emotional and mental health needs Children who are eligible for pupil premium are more likely to be on the SEN register for SEMH than non pupil premium children. These children find it harder to regulate their emotions and are more likely to have negative behaviour incidents recorded. Looking at recorded behaviour incidents for 2024/2025 pupils eligible for pupil premium had an average of 6 negative events per pupil compared to 1.5 events for all pupils. Pupils eligible for pupil premium are at higher risk of suspension and permanent exclusion than those not eligible.
5	Gaps in curriculum and life experiences Socio economic deprivation leads to limited life experiences and opportunities to widen their cultural capital experiences. As a school we must aim to provide a rich variety of experiences that underpin the curriculum and bring learning to life.

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
Challenge 1 Improved spoken and expressive language with a wider range of vocabulary for disadvantaged pupils	Disadvantaged pupils will make accelerated progress from their baseline in Reception to the end of Reception A higher percentage of disadvantaged pupils will pass the phonics screening in Year 1
Challenge 2 Close the gap for attainment in all measurable outcomes between disadvantaged and non-disadvantaged pupils	Outcomes for disadvantaged pupils will be closer to outcomes for non-disadvantaged pupils in Year 1 phonics screening Year 4 MTC check Year 6 SATs outcomes
Challenge 3 Improved attendance for disadvantaged pupils, maximising their opportunity for learning	Attendance for disadvantaged pupils will be closer to non-disadvantaged pupils Persistent absence for disadvantaged children will be closer to that for non-disadvantaged children
Challenge 4 Fewer negative behaviour incidents for disadvantaged pupils. Fewer suspensions and permanent exclusions for disadvantaged pupils.	There will be a reduction in negative behaviour incidents for disadvantaged pupils There will be a reduction in suspension and permanent exclusions for disadvantaged children
Challenge 5 Consistent access for pupils to a wide range of well-planned cultural capital experiences that underpin learning	There will be a clear plan for cultural capital experiences Disadvantaged pupils will have greater success in all areas of the curriculum

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

Budgeted cost: £35,240.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in EYFS and KS1 to facilitate speech interventions 0.3FTE TA 0.3FTE TA 0.2 FTE TA 0.1 FTE TA 0.4 FTE Nursery Nurse £31,305.12	Teaching-assistant-interventions (EEF) Teaching Assistants supporting interventions can result in +4 months progress. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact than supporting in a class. On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. Our language interventions are run in small groups for a short time to maximise impact. They are run by trained practitioners. Our teaching assistants run language interventions such as Talkboost to improve children's oracy.	1, 2
Pupil Premium Lead supports staff; ensures that progress and attainment is closely tracked and identifies challenges. £3,935.10	EEF guide to pupil premium EEF Guide to Pupil Premium The EEF guide states that having a well planned and well executed Pupil Premium strategy matters in having an impact on the lives of disadvantaged pupils	All

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

Budgeted cost: £32,238.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before and after school booster sessions to support phonics in Y1 and Y2; MTC in Y4 and Y5 and reading, writing, maths and SPAG in Y6 £10,000	Small group tuition (EEF) Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support – boosters are set up following summative assessments. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Small groups are used with children grouped in ability groups. Booster session run for blocks of half a term and are evaluated at the end of each half term.	1,2
Nessy subscription £500	Individualised instruction (EEF) Individualised instruction can provide learners with specific activities and learning they need to access to reduce gaps in learning. There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. Nessy is used to address gaps in phonics, reading and spelling. Children have access for 20 minute sessions, 4 times a week and are supervised by Teaching Assistants to ensure good engagement	1, 2
Revision guides to support with learning.	Individualised instruction (EEF) Individualised instruction can provide learners with specific activities and	2

CGP guides for core subjects in Y6 and for multiplication in Y4 £1,500	learning they need to access to reduce gaps in learning.	
Subscription to Speechlink £250	Individualised instruction (EEF) Individualised instruction can provide learners with specific activities and learning they need to access to reduce gaps in learning.	1
Widget subscription £295	EEF -Cognitive science approaches in the classroom Dual coding can support children's memory when learning. Consistency in the images will help children with weaker communication skills to understand their learning and remember concepts.	1, 2
Cornerstones Curriculum £2,750	EEF teaching and learning toolkit A varied curriculum enables all children to access the National Curriculum. Our Cornerstones curriculum is well planned and provides children with experiences that underpin learning/	2, 5
Provide equipment for the wider curriculum – DT £1,500	We appreciate that families facing socio economic challenges may not be able to source healthy eating options and it is vital that school teaches children about eating healthily and gives them opportunities to learn about food technology as part of their DT curriculum. We provide ingredients for these lessons to not put additional financial pressures n families.	2, 5
SHINE interventions; Maths £410, Reading £410, GPS £410 £1,230	Small group tuition (EEF) Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support – Shine interventions are identified following each term's summative assessment test. Children are taught in small groups during the school day, targeting identified gaps in learning.	2

Project X Code books for reading lessons for KS2 struggling readers £2,005 Online subscription £352 Guided reading books for KS1 children to develop comprehension skills and fluency Fiction Pack £465.66 Non-Fiction Pack £952 Accelerated reader books for struggling readers £1,559	Small group tuition (EEF) Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support – Star reading tests and summative NTS tests are used to identify pupil's reading levels. Individualised instruction (EEF) Individualised instruction can provide learners with specific activities and learning they need to access to reduce gaps in learning. Where there is a significant gap in reading attainment children are taught the reading skills through targeted sessions with books that match their reading ability and allow for accelerated progress.	1, 2
Times Tables Rockstars and resources £180 subscription £250 resources	Individualised instruction (EEF) Individualised instruction can provide learners with specific activities and learning they need to access to reduce gaps in learning. There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. TTRS is used to practise times tables. All children have access regularly in school and at home. Children who need support are targeted further in school and supervised by Teaching Assistants to ensure good engagement	2
Freckle Maths intervention £2,900	Individualised instruction (EEF) Individualised instruction can provide learners with specific activities and learning they need to access to reduce gaps in learning. There is evidence that digital technology can be used effectively to provide	2

	individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. Freckle is used to address gaps in maths. Children have access in targeted sessions throughout the week and are supervised by Teaching Assistants to ensure good engagement	
Reading rewards £1,000	EEF blog on improving behaviour in schools Although intrinsic reward is the best thing for improving attitudes there is a place for physical rewards. In reading we reward children for reading outside of school as this is an area where parents report they struggle to engage with.	2
Provide the opportunity for all Y5 children to learn to play an instrument taught by a peripatetic teacher and for a group of Y6 pupils to continue playing Year 5 £3,044 Year 6 £1,506	EEF Teaching and learning toolkit – participation in the arts Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. We believe that children should have the opportunity to try a wide range of subjects beyond English and Maths. We know that this is something that many families cannot afford to access themselves and we believe that learning to play an instrument should be taught by an expert teacher. All Y5 children learn an instrument for one year and we support those that want to, to be able to continue it into Year 6.	5

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

Budgeted cost: £96,033.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour rewards £1,000	EEF blog on improving behaviour in schools Research identifies that intrinsic rewards are the best. We ensure that our behaviour curriculum is well taught and consistently applied. There is a place for external rewards and we link our rewards to school priorities, such as exciting equipment for writing. Children receive praise as well as the actual reward.	4
Subsidised uniform £250	Ensure that all children regardless of circumstances are able to be in school in the correct uniform. This improves behaviour and attendance.	3, 4
Subsidised trips and experiences to enhance learning £4,500	Ensure that all children regardless of circumstances have the opportunity to take part in enrichment programs that broaden their cultural capital and experiences	5
Embedding good practice as set out in the DfE's Improving School Attendance advice This will involve an attendance officer to work with families to reduce PA and improve attendance £31,542 EWO Suffolk CC £825	The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes. The DfE published a report on the links between attendance and attainment at the end of KS2. https://assets.publishing.service.gov.uk/media/67c96d7dd0fba2f1334cf2ed/The link between attendance and attainment in an assessment year - March 2025.pdf Our approach is to support families by removing the barriers to attending school and utilise a Team around the Child approach. We work with our EWO when our strategies are not having swift enough impact.	3
Social and Emotional Interventions ELSA support Subscription to ELSA supervision through Suffolk £357.76	EEF teaching learning toolkit -social and emotional learning We use a combination of whole school approaches (Zones of Regulation) and bespoke support for individual children. Social and Emotional learning interventions aim to support pupils' decision-making skills; interactions with other and self regulation of emotions. Taking this approach can produce +3 months progress in a year. We use ELSA support to work with children who may be struggling to engage with school; may not be attending or may be having consequences for negative behaviour choices.	4

ELSA trained TA 0.2 FTE £4,323.60 Family Support and school level Early Help £35,935	We have a full time Family Support Worker who supports pupils and parents to engage with school. She also undertakes interventions with pupils.	
Provision of a free breakfast club £4,500 for staff £3,800 for food	https://www.gov.uk/government/publications/breakfast-clubs-early-adopter-guidance-for-schools-and-trusts-in-england/breakfast-clubs-early-adopter-guidance-for-schools-and-trusts-in-england We are part of the Government's Early Adopter Breakfast club scheme. Breakfast clubs are designed to break down barriers to opportunity, as well as tackle the impact of child poverty. Free universal breakfast clubs give children a supportive start to the school day, ensuring they are ready to learn and make the most of the opportunities schools offer. Schools that offer breakfast clubs report improvements in behaviour, attendance and academic attainment. These are benefits that support children to achieve and thrive, while supporting teachers and school staff in their work. Breakfast clubs also support families financially by reducing the costs of living.	3, 4, 2
Provision of free after school activity clubs to ensure all pupils have the same level of access £6,800	https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf The above research identified the barriers that prevent disadvantaged pupils from accessing extra curricular activities outside of school. We ensure that all children, regardless of circumstance, have the opportunity to take part in a wide range of extra-curricular activities	5, 3
Developing OPAL lunchtime provision £2,200	EEF education evidence guidance reports - behaviour We target support to pupils at unstructured times giving them the opportunity to learn how to play and improve social interactions and reduce negative incidents.	4

Total budgeted cost: £163,512.24

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of KS2 in 2024/2025, 41% of children eligible for pupil premium achieved the expected standard in reading, writing and maths combined compared to 59% of non disadvantaged children. For maths 65% of disadvantaged children achieved the expected score compared to 74%. For reading it was 59% compared to 67% and for writing it was 59% compared to 71%. The gap between disadvantaged and non-disadvantaged for combined was in line with the gap nationally.

In the Year 4 MTC 74% of all pupils achieved a score that was higher than the mean nationally and only 47% of disadvantaged pupils achieved this.

In the Year 1 phonics screening 82% of all pupils passed the screening with 33% of disadvantaged pupils passing.

Across the school summative assessment showed there is a gap in attainment between disadvantaged and non-disadvantaged.

Attendance overall improved from the previous year and persistent absenteeism has decreased. For 2024/2025 children eligible for pupil premium had an attendance rate of 92.9% compared to 95.4% for the whole school. Children eligible for pupil premium had a persistent absentee rate of 22.2% compared to 11.4% for the whole school.

Looking at recorded behaviour incidents for 2024/2025 pupils eligible for pupil premium had an average of 6 negative events per pupil compared to 1.5 events for all pupils.

Suspensions across the school reduced from the previous year. Pupils eligible for pupil premium are at higher risk of suspension and permanent exclusion than those not eligible.

This was the first year of a 3 year strategy and it will take time to see the impact of interventions especially.

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
N/A	

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
We use the service pupil premium allocation to provide speech interventions for pupils who may have had disrupted schooling. Many of our service pupils arrive from non-British schooling and do not have a grounding in phonics. We therefore use our funding to provide speech interventions so they are ready to access phonics and for phonics interventions such as SHINE and NESSY. We also use our service pupil premium to support with wellbeing and SEMH needs that can come about from moving school and country. We use ELSA and family support to run interventions and support families.
The impact of that spending on service pupil premium eligible pupils
Rapid catch up in phonics with pupils achieving the phonics pass mark by the end of KS1 if there is no identified SEND need. Decrease in negative behaviour incidents for service pupils who have received SEMH support. Our cohort is too small in KS2 to make accurate impact statements.