# 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 |
|---|---|
| Number of pupils in school | 443 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| 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)** | 2024/2025 – 2026/2027 |
| Date this statement was published | April 2026 |
| Date on which it will be reviewed | April 2027 |
| Statement authorised by | Nazia Ishaq, Headteacher |
| Pupil premium lead | Nazia Ishaq, Headteacher |
| Governor / Trustee lead | Mohammed Ahmed |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £171,910 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £171,910 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Sir John Heron Primary School 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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |

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| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal data indicates that in some year groups, reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 4 | Internal data indicates that in some year groups, writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional needs for many pupils. These challenges particularly affect disadvantaged pupils which in turn impacts their attainment. |
| 6 | Assessments, observations and discussions with pupils indicate underdeveloped physical activity of disadvantaged pupils. |
| 7 | Assessments, observations, and discussions with pupils indicate a lack of exposure to the arts, enrichment and cultural capital opportunities. |

## 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 |
|---|---|
| Improve oral language skills and vocabulary among disadvantaged pupils. | Observations indicate significantly improved language and social skills among disadvantaged pupils. This is evidenced through observations of lessons and through pupil voice where children demonstrate high levels of engagement. |
| Improve reading attainment among disadvantaged pupils. | At least 75% of disadvantaged pupils meet the expected standard or above. |
| Improve writing attainment for disadvantaged pupils. | At least 75% of disadvantaged pupils meet the expected standard or above. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing to be demonstrated by:<br>● A reduction in the number of children reporting low wellbeing scores.<br>● informal assessment through zones of regulation demonstrates children feel happy and safe in their environment.<br>● a significant reduction in isolated incidents |

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| To achieve and sustain improved physical activity for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of physical health to be demonstrated by:<br>● Each Year Group to have 2 PE sessions per week.<br>● Sports lead to run clubs in order to improve physical health.<br>● A range of activities that develop physical health are available during play and lunch times.<br>● Soft start sessions focus on fine motor development. |
| To increase the enrichment offer for all pupils. | To be demonstrated by:<br>● organising activities/visits that create awe and wonder<br>● linking enrichment activities to the curriculum map and ensuring termly enrichment is organised<br>● providing extra curricular opportunities<br>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |

## 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: £76,705

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of standardised diagnostic assessments use of PIRA and PUMA.<br><br>Purchase online RWI assessment portal.<br><br>Training for staff to ensure assessments (team meetings) are interpreted and administered correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br>Diagnostic assessment \| EEF | 2,3 and 4 |

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| Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.<br><br>All teaching staff engage in the Oracy programme, delivered by BW and create oracy opportunities for all children across the school, during lessons and outside the classroom environment.<br><br>INSET provided for staff as well as opportunities to moderate against The Oracy Framework<br><br>Language and communication intervention delivered to children struggling with communication. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br>Oral language interventions \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1, 2, 3, 4, 5, 7 |
| Deliver whole school training on the RWI phonics scheme and purchase coaching days to improve teaching and consistency in lesson delivery<br><br>Purchase online RWI portal to support teacher ongoing training and planning of lessons<br><br>Provide pupils with online reading books from Oxford Owl that are aligned to their reading level<br><br>Provide staff with regular training and coaching delivered by the RWI and English lead<br><br>Dedicated RWI TA to provide short 1:1 sessions | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2, 3 |

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| for those children who are behind their peers | | |
| Embed adaptive teaching and metacognitive approaches allowing for personalised teaching and a reduction in the attainment gap.<br>Provide CPD for all the elements of EEF 5 a day approach.<br>Train staff on SEND and approaches best suited to meet the needs of SEND pupils. | EEF - Five a day<br>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send | 1, 2, 3 and 4 |
| Embed the 'Thinking School' approach to support attitude and approach to learning allowing for high quality teaching and outcomes.<br>Thinking School launch with the whole school community including parents. All stakeholders have an understanding of the approach and can implement it in school and at home. | EEF- High-quality teaching<br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching | 1, 2,3 and 4 |
| Mental Health and wellbeing Lead practitioner appointed to support staff and pupil SEMH needs<br>Improve the quality of social and emotional (SEL) learning, through PSHCE scheme.<br>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff by PSHCE lead.<br>Wellbeing In Newham Schools (WINS) Team to | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br>EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk) | 5 |

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| deliver sessions to children and parents requiring further support with SEMH. | | |
| Playground equipment is made available during lunch and play times allowing for differing physical skills to be developed.<br><br>MUGA is open to year groups during lunchtime allowing for competitive sport to be played in an informal setting.<br><br>The playground has been extended with an additional grass area allowing for space to perform large/total body movements.<br><br>Afterschool club offer has been expanded to offer a sports activity daily.<br><br>EYFS and KS1 children are provided with paly dough and practical equipment to develop fine motor control | EEF - Physical Activity<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity<br><br>EEF – Physical development in the EYFS<br><br>https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development | 5 and 6 |

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

Budgeted cost: £16,878

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| After school, one to one and small group tuition for pupils in need of additional support, delivered in addition to, | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: | 1, 2, 3,4 and 7 |

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| and linked with, normal lessons.<br><br>Tutoring will be implemented with the help of DfE's guide:<br><br>Tutoring: guidance for education settings | One to one tuition \| Teaching and Learning Toolkit \| EEF<br><br>Small group tuition \| Teaching and Learning Toolkit \| EEF | |
| Language Enrichment Groups to be run across the school to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br>Oral language interventions \| EEF (educationendowmentfoundation.org.uk) | 1 and 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2 and 3 |

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

Budgeted cost: £78,327

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Bagels will be provided for children from Nursery to Year 6, allowing for increased concentration during lessons.<br><br>Breakfast club is offered where a nutritious breakfast is offered as well as activities to set the children up for the day. | Breakfast clubs impact attainment of KS1 pupils and put children in the right frame of mind for learning.<br>Magic Breakfast Trial – EEF (educationendowmentfoundation.org.uk) | All |

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| Staff to organise enrichment opportunities every half-term for children, in order for children to become exposed to the wider culture. | Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.<br>Arts participation \| EEF (educationendowmentfoundation.org.uk) | 7 |
| Purchase Track-it light system to reward and monitor behaviour. This allows for trends in behaviour to be monitored and interventions to be identified.<br>Mental health lead to be released from class once a week to work with small groups of children to develop their wellbeing and participation in learning.<br>PSHCE lead to be released to work with anti-bullying ambassadors.<br>Learning mentor to work alongside children both in small groups and 1:1. | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions \| EEF (educationendowmentfoundation.org.uk) | 5 |
| Provide children with more opportunities to get physically active both in lessons and at play and lunch times.<br>Purchase equipment for children to use at play and lunch times in order for them to develop differing physical skills in an enjoyable way.<br>Timetable the use of the MUGA during break times allowing for children to engage in football and competitive sports. | Positive impact of physical activity on academic attainment (+1 month)<br>Physical activity \| EEF (educationendowmentfoundation.org.uk) | 6 |

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| Hire onsite swimming pool allowing for the whole of KS2 to swim.<br><br>Trained Sport Leader to train staff and to run extra-curricular sports activities for the children.<br><br>Purchase full membership to TTLT sports partnership and make use of staff training and competitions. | | |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

## Total budgeted cost: £171,910

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**Teaching and Learning:**

**Oracy:**

The success of the oracy-led curriculum is tracked using several qualitative and quantitative indicators:

**Observational Data:** Monitoring how pupils apply structured spoken language in both formal and informal settings.

**Assessment Outcomes:** Evaluating whether speaking and listening abilities translate into improved reading and writing metrics.

**Pupil Voice Surveys:** Gathering direct feedback to ensure children enjoy their oracy activities and feel confident in their communicative abilities.

1. **Accelerated Pupil Progress & Achievement**

- **Verbal to Written Connection:** Pupils show a clear correlation between strong oracy skills and improved academic performance across the curriculum, specifically in reading and writing. By learning to organise their thoughts verbally, they excel in drafting non-chronological reports and constructing reasoned arguments.
- **Cognitive Development:** Regular conversational frameworks help students articulate their reasoning. For example, Key Stage 1 pupils utilise cognitive oracy to justify why they are the best candidates for student leadership roles.

2. **Increased Engagement in Learning**

- **Active Participation:** Lessons feature regular child-led discussions, such as evaluating renewable energy systems and sustainability or exploring ethical and moral topics in Religious Education.
- **Enhanced Focus:** Observational data demonstrates that pupils contribute more actively to classroom discussions and show greater initiative in collaborative tasks.

3. **Social & Emotional Growth**

- **Constructive Collaboration:** Oracy initiatives foster empathy, respect, and the ability to navigate disagreements constructively.
- **Real-World Application:** Students practice vital communication skills in a wide variety of contexts, from Anti-Bullying and Children in Need discussions to sharing assemblies delivered directly to their parents and significant adults.

**Academic outcomes at the end of KS2:**

| 2024/2025 | School Disadvantaged | School Non-Disadvantaged | National Disadvantaged | LA Disadvantaged |
|---|---|---|---|---|
| **GLD** | 78% | 78% | 67% | 64% |
| **Phonics** | 75% | 86% | 67% | 77% |

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|---|---|---|---|---|
| **KS2 (RWM)** | 81% | 81% | 47% | 72% |
| **KS2 Reading** | 81% | 92% | 63% | 80% |
| **KS2 Writing** | 81% | 84% | 59% | 79% |
| **KS2 Maths** | 81% | 92% | 61% | 81% |

We have analysed the end of key stage performance of our school's disadvantaged pupils for the period 2024/2025.

The data demonstrates that disadvantaged pupils at SJH attain above disadvantaged children nationally. The data also shows pupil premium children attain in line or above the LA in KS2 and the early years, however, phonics outcomes are below the LA. This indicates SJH is having an impact on outcomes of disadvantaged pupils and in particular, if disadvantaged children remain at SJH during their primary years, the attainment gap is closed. This demonstrates, the strategies being implemented are having the desired effect. An internal examination of the data against non-disadvantaged pupils has identified a gap does exist where SJH non-disadvantaged pupils attain above disadvantaged pupils. It should be noted, this gap has narrowed over time.

**Wider issues:**

Wellbeing surveys identified the following number of pupils have scored below the expected threshold:

| School wellbeing | Autumn 24/25 | Spring 24/25 | Summer 24/25 | Autumn 25/26 | Spring 25/26 | Summer 25/26 |
|---|---|---|---|---|---|---|
| Year 3 below threshold | N/A | 8 | 4 | 22 | 7 | 2 |
| Year 4 below threshold | N/A | 9 | 15 | 18 | 10 | 14 |
| Year 5 below threshold | N/A | 11 | 1 | 30 | 20 | 17 |
| Year 6 below threshold | N/A | 19 | 12 | 12 | 14 | 7 |
| **Total** | **N/A** | **47** | **32** | **82** | **51** | **40** |

The outcomes from the wellbeing interventions indicate the number of children scoring low on mental health and wellbeing thresholds reduces as the term progresses due to the supports put in place.

**Physical Development:**

**Enrichment Grid:**

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **1** | Artist attends school<br><br>Local area walk | Church Visit | Childhood Museum | Cookery classes | London Zoo | Cable cars<br><br>Picnic Greenwich |
| **2** | Local area walk | Church visit | Science Museum | Hainault Farm<br><br>Cinema | Valentines park | River cruise<br><br>Pizza Making workshop |
| **3** | Buddhist temple | Theatre - Mamma Goose<br><br>French workshop | Science museum<br><br>Synagogue | RE workshop - Holi<br><br>Epping Forest | | Beach |
| **4** | Hindu temple | French workshop<br><br>Local walk<br><br>Theatre | Theatre - Matilda | Olympic Park | Mosque | Beach |
| **5** | British museum | Cinema<br><br>Theatre<br><br>Local walk | Serpentine Gallery<br><br>Music workshop | Science museum<br><br>Gav workshop<br><br>Viking show | Local area<br><br>London Museum | London Eye |
| **6** | Central London | Cinema<br><br>Heart dissection<br><br>STEM ambassadors visit<br><br>Theatre | AAA Workshop | Gav workshop<br><br>More able writers workshop<br><br>Journalist Q&A | Benjamin Franklin house | Central London Treasure Hunt |

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|---|---|---|---|---|---|---|
| **RP** | Forest school<br><br>Swimming | Forest school<br><br>Swimming<br><br>London Symphony Orchestra | Forest school<br><br>Swimming | Forest school<br><br>Swimming | Forest school<br><br>Swimming | Forest school<br><br>Swimming<br><br>Seaside |

| **Other whole school enrichment** |
|---|
| • Bike training<br>• Pantomime<br>• Christmas and summer fair<br>• KS2 camping residential<br>• Number day<br>• World book day<br>• Children in need day<br>• Chicks and butterflies in school<br>• Art worker's guild exhibition |

Enrichment opportunities are planned per term, per year group. In addition to this, other enrichment is planned for the whole school.

Overall, the pupil premium spend is having an impact on pupil attainment and wellbeing at SJH.

## 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 |
|---|---|
| Now Press Play | Now Press Play |
| Oracy Programme | Oracy Cambridge |
| Thinking School | University of Exeter – Thinking Matters |
| Maths Mastery | NCETM Maths Hub |