

Pupil premium strategy statement Hey with Zion Church of England and Methodist Primary School

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	289
Proportion (%) of pupil premium eligible pupils	25%
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)	3 years – 2024-25, 2025-26, 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sara Machin
Pupil premium lead	Sara Machin
Governor / Trustee lead	Katie Boswell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,365
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>	£106,365

Part A: Pupil premium strategy plan

Statement of intent

Using the EEF tiered model, our approach will be primarily rooted in quality first teaching for all children with high quality targeted support where necessary, complemented by wider whole-school strategies.

Our aim is to ensure that pupils eligible for Pupil Premium make strong progress and achieve highly, reducing any attainment gaps between disadvantaged pupils and their peers. In line with the DfE Pupil Premium strategy guidance, we are committed to removing barriers to learning and ensuring that funding is used effectively to secure improved outcomes. As a Church of England and Methodist school, this reflects our responsibility to do “*all we can*” to provide high-quality academic provision alongside strong personal development, including pupils’ social, spiritual, moral, and cultural growth.

Our Pupil Premium strategy is grounded in a thorough assessment of pupils’ needs, informed by robust data, research evidence, and the Education Endowment Foundation (EEF) guidance. The strategy focuses on improving attainment in core academic subjects while also addressing wider barriers such as confidence, resilience, attendance, and wellbeing, enabling pupils to develop the skills and attitudes needed for long-term success.

High expectations, high aspiration, and high participation underpin our approach. In line with Ofsted’s focus on ambition and inclusion, we ensure that disadvantaged pupils have access to a broad and balanced curriculum and are supported to engage fully in learning and wider school life.

Consistent with the EEF’s tiered approach to Pupil Premium spending, our strategy prioritises high-quality teaching as the key driver for improvement. This is supported by targeted academic interventions and pastoral support where appropriate, alongside wider whole-school strategies designed to improve attendance, behaviour, engagement, and outcomes.

The impact of our Pupil Premium spending is reviewed regularly through ongoing monitoring, assessment, and evaluation. This ensures that funding decisions remain responsive to pupils’ needs and that strategies are adapted where necessary to maximise impact, as required by the DfE Pupil Premium strategy framework.

Challenges

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

Challenge number	Detail of challenge
1	Poverty
2	Low education level at home (in some cases but not all).
3	Lack of educational resources e.g. books at home.
4	Lack of transport leading to ...
5	Lack of access to opportunities such as membership of sports clubs etc.
6	Overcrowded housing impacting on homework capability and friendships
7	Lower attendance rates.

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
High attainment	Our PP children will achieve and make good or better progress from their starting points and will have every opportunity to do as well as the national norm for those without disadvantage. Remove barriers to learning created by poverty, family circumstance and background.
High achievement	Our PP children will achieve good or better progress in their academic subjects. We will ensure all children are given every opportunity so they can read fluently and with good understanding.
High participation	Our PP children will have high engagement in extra-curricular and wider

	life activities and will be supported and encouraged to attend these.
High attendance	PP children will be supported and encouraged to have strong attendance records working with families, the Trust and the Local Authority.

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: £75,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of ratios with extra TA time to reduce pupil: teacher ratios.	<p>The class teacher and teaching assistants are able to focus exclusively on a small number of learners to ensure effective progress, or to teach challenging topics or skills.</p> <p>This additional tutoring before and after school in the Homework Club, ensures children do not miss any curriculum time and continue to receive a broad and balanced curriculum. Pre teaching and one to one TA time will ensure PP children have additional targeted opportunities to learn.</p> <p>EEF Small Group Tuition: Moderate Impact (+4 months) for low cost, based on moderate research.</p> <p>Carefully planned interventions based on gap analysis (through PIXL assessments and therapies) and pupil progress meetings, ensure that the session is purposeful, and the impact is high.</p> <p>EEF TA Interventions: Moderate impact (+4 months) for moderate cost, based on moderate research.</p>	2,3
Further training to enhance EYFS teaching of phonics and good practice.	<p>Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word reading (though not necessarily comprehension).</p> <p>EEF Phonics High Impact (+5 months) for very low cost, based on extensive research.</p>	

<p>Provision of release time for phase leader to support development of high-quality pedagogy of staff new to phase</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>Quality First teaching is our priority, to ensure that the daily education of pupils is of the highest standard across the curriculum. CPD and up to date training and coaching will be utilised.</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of our successful school.</p> <p>Reference: EEF Pupil Premium Guide</p>	
<p>Recruitment of an extra level 4 teaching assistant to facilitate interventions and “therapies”</p>	<p>Managing Class Size and Teaching Quality</p> <p>Managing the ratio between pupils and teachers is a key factor in improving learning outcomes, as smaller class sizes allow teachers to employ a wider range of strategies and provide more individual attention to each pupil. Evidence from the Education Endowment Foundation (EEF) indicates that increased flexibility in class organisation, together with higher quality and quantity of feedback, can have a significant impact on pupil progress.</p> <p>EEF: Reducing Class Size</p> <p>Due to our intake of 40 pupils per year, our curriculum management is through mixed aged classes. We have implemented a structure that ensures strong outcomes, over several years. Pupils are taught in mixed-ability classes, and staff work collaboratively in planning, assessment, and moderation to ensure consistency and high expectations.</p> <p>Teachers and teaching assistants prioritise best practice, utilising the EET Teaching and Learning Model and evidence-informed approaches from ongoing CPD to maximise learning opportunities for all children. This approach has been effective in supporting disadvantaged pupils. Our 2019 SIAMS inspection report noting that “the attainment of disadvantaged children is remarkably high.”</p> <p>Termly library visits to the local library and weekly visits to the school library ensure reading for pleasure as well as for learning are promoted.</p> <p>Involvement in The Summer Reading Challenge run by Oldham libraries, is encouraged and we host Scholastic Book Fairs twice a year along with celebrations for World Book Day.</p>	<p>2,3</p>

<p>Further development of reading for pleasure with development of outdoor areas to encourage reading.</p>	<p>Teachers in each class read a story or class novel for pleasure each day. ERIC (Everyone Read In Class) time ensures reading has been highlighted and given its due respect in each classroom. Our Virtual Book Club has been successful in getting children to read at home with parents and to give a review online to their peers.</p>	
<p>Parents' engagement-</p>	<p>Parental engagement approaches have on average, a positive impact of five months additional progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement We run early Autumn reading events for Foundation Stage parents, always a first half term parents' evening and updated targets to work on collaboratively.</p> <p>We build relationships with parents and support them in whatever way we can. We have a food bank which is invaluable to those parents' facing poverty and our Pastoral Manager supports with Early Help and signposts to other support networks such as Our Community Wardrobe.</p> <p>We host "Stay and Play" sessions for our EYFS and Coffee mornings for parents and carers will further cement positive relationships.</p> <p>The school lends out chrome books to so that homework can be completed.</p> <p>Class Dojo alongside Arbor have strengthened communication and parents and carers can see the positive rewards their children receive daily.</p> <p>Collective Worship and Wiggle Worship are popular with parents and carers, and all feel that they belong.</p> <p>Joint Church services serve all within the community and are held termly in school.</p> <p>The school runs a Homework Club from 8am to 8:50am and from 3:30 – 4:15pm each day. This is free for Pupil Premium children.</p>	<p>1, 2, 6</p>

<p>More focused teaching assistant time - specific staff who provide targeted interventions for children in need of support- mostly to help children keep up but also to get ahead, such as in working towards higher ability Maths attainment.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Each teacher has a “pupil progress meeting” with their line manager each half term, where the progress of each child is discussed and opportunities to improve the child’s current attainment are discussed and are aspirational.</p> <p>Teaching assistants are redeployed as required so as best to meet the needs of children as they arise.</p> <p>Parents are informed of support and are encouraged to support the learning.</p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8336

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Club.</p> <p>Authors Club</p> <p>Phonics Club</p> <p>Times Table Club</p> <p>Homework Club before and after school</p> <p>Booster Clubs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Tuition is additional to and explicitly linked with normal lessons. It provides intensive, targeted academic support and allows the adult to focus exclusively on the needs of the learner and provide teaching that is closely matched to their understanding.</p> <p>An impact of four months additional progress over the course of the year.</p> <p>The school runs a homework club from 8am to 8:50am and from 3:30 – 4:15pm each day. This is free for Pupil Premium children and a very small charge is required. This ensures children have support and a quiet place to read and complete homework.</p>	<p>1,2,3,6</p>

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

Budgeted cost: £22,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider life opportunity enhancements e.g. sport and mental wellbeing sessions at Man City.</p> <p>Sports opportunities at OAFC.</p> <p>Toots and Flutes, Guitar tuition, choir, and each child is bought a recorder in KS2</p> <p>Trips to music festivals, theatre etc. (see “Cultural Capital Statement).” Resourcing of further books, Subsidising of extracurricular activities and trips such as Robinwood.</p> <p>Forest School activities led by our level 3 Forest School Lead Teacher.</p> <p>Attendance Support provided and tracked</p>	<p>Life skills and enrichment: https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment</p> <p>https://www.heywithzion.org.uk./cofe-methodistandcommunitylinks/siams-report</p> <p>Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Children that would not normally access trips and after school clubs now do as these are subsidised. Clubs are offered to PP children before being offered to the wider school pupils.</p> <p>Supporting school attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>1,4,5,7</p>

by the Pastoral Manager.	Attendance has been broadly in line with national averages. PP families are supported with Early Help and other strategies to ensure children attend school.	
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Total budgeted cost: £ 106,365

Part B: Review of the previous academic year 2024- 2025

Outcomes for disadvantaged pupils

<p>Strong outcomes at Foundation Stage were attained again.</p> <p>Ofsted inspected (November 2022) and stated: “Leaders have thought carefully about what children learn in the early years... .. children in the early years... learn well across the curriculum.”</p> <p>The validated phonics scheme was successful. 87% of our Year 1 children passed in 2025.</p> <p>At Key Stage Two we were extremely successful in supporting our most disadvantaged children in reaching the expected standards and to be “secondary school ready”. In 2025, our disadvantaged children achieved 80% ARE in maths. In reading 60% achieved ARE, in writing 67% and in GPS 80% achieved ARE. Throughout the year, observations showed that the children had shown great resilience and that their behaviour was exemplary.</p> <p>We are on target to achieve the outcomes of our Pupil Premium Strategy and are working hard to engage with those families that are struggling with good attendance.</p> <p>Last year the success of our Pupil Premium Strategy ensured that children had the best opportunities, and experienced events and trips at no or very little cost.</p> <p>The robust tracking system enabled teachers to put in place interventions and provided adaptations to the curriculum that was needed for the children to fulfil their potential. After school clubs were offered and we hope to ensure all PP children and those who are vulnerable have a place in the newly created Homework Club that runs in the morning and the afternoon.</p>
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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
PIXL Assessment and Interventions	PIXL
Times tables Support and homework Tracker	TT Rockstars Numbots
Mathematics Premium Classroom resources	White Rose Maths
Super Sonic Phonic Friends	Phonic scheme DFE approved
Toe-by-Toe	Reading Intervention, Toe-by-Toe