

# Pupil premium strategy statement – Heage Primary School

This statement details our school's use of pupil premium (and recovery 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	174
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	24 January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	Lindsey Roberts Deputy Headteacher
Governor / Trustee lead	Jane Packer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,185
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,914
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£48,099

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils and raise their aspirations. At Heage Primary School, we offer a broad and balanced curriculum to all of our pupils and educate our children so that they can contribute positively into the society in which they live and work. It is our intent that the curriculum, and the teaching and learning within it, meets the needs of all pupils, regardless of their ability or background, so that all children develop academically, culturally, physically, socially and creatively. Where necessary, our provision will be varied and adapted (funded by pupil premium) to meet the differing needs of our disadvantaged pupils. Variation of need is determined by analysis of pupil data and tracking alongside a discussion with parents, pupils and staff and informed by research information on how to maximise the use of pupil premium funding and impact on pupil progress.

Following the guidance of the Education Endowment Foundation, we adopt a tiered approach to our expenditure, which prioritises quality first teaching, ensuring an effective teacher is in front of every class. Where pupils are at risk of falling behind and not making at least expected progress from their key stage 1 starting points, school implements a range of targeted academic support in order to ensure disadvantaged pupils move back on track. Furthermore, a range of wider strategies are implemented to identify and overcome non-academic barriers to success in school.

Setting priorities is key to maximising the use of the Pupil Premium Grant.

Our priorities are as follows:

- Ensuring all student receive quality first teaching each lesson.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for students who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most. Currently, 18% of our pupils are classed as disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	<b>A large proportion of disadvantaged pupils leave key stage 2 working towards or below the expected standard.</b> This leads to children not being 'secondary ready' at the end of KS2, without the skills to continue their learning successfully. In 2023, disadvantaged children performed less well in all areas and in the bottom 20% of schools nationally.
2	<b>In-school data shows that disadvantaged children's attainment in reading, writing and maths is below the rest of the cohort and is significantly below national averages.</b> In reading and writing, 32% of PP chn attained the expected standard. In Maths 36% of PP chn achieved the expected standard.
3	<b>In-school data shows that children achieving a good level of development is lower than national average.</b> Disadvantaged children's speaking and listening and use of vocabulary is limited on entry. Access to early reading opportunities means that children can struggle to keep up with phonics alongside their peers.
4	<b>School suspensions rates have increased.</b> Children enter school with a variety of social and emotional needs requiring additional support - A higher number of our disadvantaged pupils have Adverse Childhood Experiences (ACES). As a result, many of our pupils have heightened social, emotional, and behavioural needs. Many are also involved with external agencies including social care, health, police, CAMHS etc.
5	Latest educational research suggests and in-school observations and discussions with pupils have highlighted that our <b>disadvantaged children have less cultural capital than that of their peers</b> and have a limited knowledge to draw on which is outside their daily experiences. This impacts upon their academic process in terms of pupils' ability to make links between experiences and strengthen neurological connections with the brain needed to know more, remember more and do more. As a result, our vulnerable pupils have lower aspirations.
6	<b>Children enter school with a variety of social and emotional needs requiring additional support</b> - A higher number of our disadvantaged pupils have Adverse Childhood Experiences (ACES). As a result, many of our pupils have heightened social, emotional, and behavioural needs. Many are also involved with external agencies including social care, health, police, CAMHS etc.

## 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
Improved attainment across the curriculum for disadvantaged pupils.	100% of pupil premium pupils make better or expected progress from their KS1 starting points and achieve in line with their peers. Pupil Premium pupils will outperform

	national average data for attainment and progress both at the expected and at the higher standard with particular focus from school staff on supporting pupils to meet the combined standard.
Pupils and families with identified social, emotional, mental health or health needs are supported by school staff so that the needs are removed and/or alleviated in order allow for improved attainment.	'My Happy Mind' initiative supports other work in school (positive play, emotional interventions, lego group and nurture group) to establish better mental health outcomes for pupils and increased support for parents. School DSLs continue to signpost parents to services through EHA, transition team support and CAHMs resources.
Pupils receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality literature and texts. Pupils will benefit from an enriched English, SMSC, RE and PSHE curriculum pertinent to the identified needs of our context and community, ensuring the maximum possible exposure to, and develop understanding and acceptance of, cultures and beliefs that are different to their own – school's curriculum developed for 2021. Pupils become more confident users of oral and written language and use this to access more challenging texts. They use this knowledge to develop their control of language and content in writing, their confidence in reasoning and problem-solving in maths and their inference skills in reading.	<ul style="list-style-type: none"> <li>• Pupil voice shows that pupil premium pupils are accessing a broad range of curriculum enrichment opportunities.</li> <li>• Disadvantaged pupils benefit from a wide range of in-school opportunities to enable them to learn and understand about other cultures and beliefs.</li> <li>• Disadvantaged pupils visit places in and beyond their immediate locality to enable them to gain first-hand experience of other cultures and beliefs.</li> <li>• Disadvantaged pupils are able to speak confidently, in formal and informal settings.</li> <li>• Curriculum monitoring shows disadvantaged pupils have a wide range of opportunities to write and read across the school curriculum, demonstrating standards that are at least in line with age related expectations.</li> </ul>
Increase in school to home links with preschool children to support new families with the transition to school and ensure that more of our disadvantaged children are 'school ready'.	<ul style="list-style-type: none"> <li>• Increased opportunities to engage with families of pre-school children:</li> <li>• Toddler mornings</li> <li>• Information events for parents also open to prospective parents</li> <li>• Target local nurseries with information about events for children and parents</li> <li>• Parental questionnaire for new parents show positive engagement with school</li> <li>• EYFS baseline data improves year on year.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £16,200**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>Little Wandle Phonics Programme</i>, Resources (Accredited Scheme) alongside daily guided reading opportunities to develop early reading skills.</p> <p><b>£750 subscription + £2000 training + £2000 resources.</b></p>	<p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for the children from disadvantaged backgrounds’.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/phonics</a></p> <p>‘Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children’s long-term memory and how best to enable children to apply their learning to become highly competent readers’. (Little Wandle 2021)</p> <p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school help children to develop the habit of reading widely and often, for both pleasure and information.</p> <p>This has continued from previous years as new staff require training and refresher training and new resources are required to keep the scheme up-to-date and provide additional reading materials.</p>	<p>1, 2, 3</p>
<p><i>My Happy Mind Resources and Programme</i> to develop positive mentally healthy habits.</p> <p><b>£2150</b></p>	<p>Mental health initiatives often focus on when things have become challenging rather than proactive measures to support individuals to build self-esteem and resilience. The MyHappyMind NHS impact report details that 90% of teachers saw an increase in children’s awareness of the factors that contribute to wellbeing. 84% of teachers saw an improvement in children trying to persevere in the face of challenges.</p>	<p>4, 6</p>
<p><i>Confident Communicators (EYFS)</i></p>	<p>Confident Communicators aims to improve children’s communication and language development, increase knowledge and confi-</p>	<p>3, 5</p>

<p><i>programme</i> )</p> <p><b>£2100</b> <b>(programme &amp; cover costs)</b></p>	<p>dence for staff working in EY to support and intervene with communication and language. Communication and language is a prime area in the EYFS. The EEF documents that communication and language programmes can increase children’s learning by seven months. The aims of the programme are:</p> <ul style="list-style-type: none"> <li>• Increased awareness of the evidence base around reading and effective implementation.</li> <li>• Evidence informed reading strategies are embedded in teacher practice.</li> <li>• Learning communities to promote cross phase collaboration are established and sustained.</li> <li>• There is improved progress and attainment in reading and a reduction in the disadvantage gap.</li> </ul>	
<p><i>Forest School Sessions delivered by a Level 3 practitioner to children in Reception, Year 1 and Year 2.</i></p> <p><b>£4679 + £500 for resources = £5200</b></p>	<p>Forest Schools Evaluation conducted by Forest research has found that children who participated in Forest Schools benefitted from: confidence; increased awareness of the consequences of their actions on peers; more opportunities for language development; ability to concentrate for longer periods of time; increased gross and fine motor skills as well as an interest in the natural surroundings and respect for the environment.</p>	<p>3, 5, 6</p>
<p><i>NPQ programmes</i></p> <p><b>£2000</b></p>	<p>The EEF research shows that - school leaders play a central role in improving education practices through high quality implementation. They actively support and manage the overall planning, resourcing, delivery, monitoring and refinement of an implementation process. Access to NPQ programmes will increase leadership capacity throughout the school and enable teachers to have a greater understanding of how to effectively implement improvement strategies throughout school, impacting upon all students including those most disadvantaged.</p>	<p>1, 2, 3, 4, 6</p>

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

**Budgeted cost: £18,380**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Small group school led tutoring to narrow gaps in reading, writing and maths with targeted children.</i></p> <p><b>£3240</b></p>	<p>UK government has invested in the NTP to enable disadvantaged children primarily and other children to close the gaps in learning left by the disruption of COVID19 due to school closure and other absences.</p>	<p>1, 2</p>
<p><i>Small group phonics and reading interventions with TA for Rec, Y1 and Y2 children.</i></p> <p><b>£6,620</b></p>	<p>EEF reports: The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. The current accredited scheme for Phonics used in school is Little Wandle, which advocates keep-up sessions and guided reading sessions which follow on from the taught phonics sessions.</p>	<p>1, 2, 3</p>
<p><i>Nurture Intervention – targeted group intervention running for two afternoons per week based on addressing specific social communication and collaborative needs.</i></p> <p><b>£8020 + 500 for resources = £8520</b></p>	<p>Nurture UK shows a wealth of evidence that since its inception in the 1970s, the nurture group session structure has supported children with wide ranging needs. We know that nurture helps children and young people to develop the vital social skills, confidence and self-esteem needed for them to become ready to learn. This tried and tested method is underpinned by both theory and research in order to make a practical difference in pupils' lives by ensuring they have the support they need to flourish.</p>	<p>1, 2, 3, 4, 5, 6</p>

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

**Budgeted cost: £13,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Discounted educational visits and residential visits for disadvantaged children.</i></p> <p><b>£700</b></p>	<p>Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews. The better language, social skills and knowledge a child has when entering the school system, the better they can fit into school life and thrive. The Sutton Trust report that better off parents are more likely to support their child outside of school through visits to historical and culturally significant sites, through after school activities such as music tuition and are significantly more likely to pay for private tuition.</p>	<p>5</p>
<p><i>Emotional and social support through small group interventions (lego therapy, talk time).</i></p> <p><b>£1350</b></p>	<p>Lego therapy is an intervention which has supported children diagnosed with ASD to overcome their communication difficulties. Many of our vulnerable children also have SEND needs or ACEs, which can also mean that social communication is limited. Lego Therapy has been proven to build turn-taking, listening, patience and resilience skills, which are key barriers faced by our most vulnerable children.</p>	<p>1, 2, 4, 6</p>
<p><i>Positive Play sessions for 121 children identified with specific need.</i></p> <p><b>£750 training costs plus £1000 delivery of intervention = £1750</b></p>	<p>Positive play to allow young people a space to express and communicate feelings and difficulties in their lives, through a variety of media in constructive rather than aggressive ways and in a safe non-threatening environment.</p>	<p>1, 2, 4, 6</p>
<p><i>ELSA Interventions – targeted 1:1 interventions based on addressing specific emotional learning needs and developing strategies for self-regulation.</i></p> <p><b>£4600 + 500 for resources &amp; supervision sessions = £5100</b></p>	<p>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. Social and Emotional Learning approaches have a positive impact of approximately 4 months additional progress in an academic year. Evidence suggests that children from disadvantaged backgrounds have weaker SEL skills than their peers and can help to promote self-regulation in order to foster resilience and motivation.</p>	<p>1, 2, 4, 6</p>



<p>All Year 3 children have access to wider opportunities.</p> <p><b>£1500</b></p>	<p>EEF evidence from the toolkit shows that participation in the arts can decrease attainment deficit by 3 months.</p>	<p>5</p>
<p>Provide 6 toddler mornings a year to encourage pre-school children and their parents to engage with school.</p> <p><b>£200 + 200 for resources = £400</b></p>	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success. Approaches that focus on developing parents own skills, for example by providing structured training, can have a moderate positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains.</p>	<p>1, 2, 3</p>
<p><i>Breakfast and After-School Club Spaces. Disadvantaged children have access to these spaces.</i></p> <p><b>£3, 000</b></p>		

**Total budgeted cost: £**

## Part B: Review of the previous academic year 2022 - 2023

### Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In reading, the attainment of this group was 38%. However, progress was 1.20, which was also higher than the cohort progress measure of 1.03. The disadvantaged cohort's Reading, Writing & Maths Expected Standard has increased by 12.5% from 0.0% in 2021/22, to 12.5% in 2022/23. The gap to Non-Disadvantaged pupils nationally has improved by 12.1% from -65.6% in 2021/22, to -53.5% in 2022/23. Outcomes in writing and maths continues to remain a focus for long-term improvement.

In phonics, the number of children receiving the expected standard was 81%, with 67% disadvantaged achieving the expected standard (in line with national figures). This has been an increase of 17% on the previous year. All children who re-completed the phonics check in Year 2 received the expected standard.

Absence rates across school have decreased as a result of a decrease in persistent absence rates of disadvantaged children and a decrease in suspension rates for this group. Absence rates for disadvantaged children have seen a 2.8% decrease on the previous year.

This has demonstrated that where interventions and teaching methods were focused on those subjects, we have seen an improvement in pupils' outcomes and attainment.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that children's barriers to learning are being reduced through a focus on emotional support and understanding. Where children have begun or developed their self-regulations skills, this has led to improved attendance and participation in learning, which has had a positive impact on their outcomes. Children are using mental health strategies they have learnt in MyHappyMind to help them regulate their emotions.

All children enjoy participating in Forest Schools activities. Observations have shown that children are more willing to be resilient and problem-solve in these situations, which is steadily impacting on observations within the classroom.

Based on all the information above, the performance of our disadvantaged pupils has partially met expectations, and we intend on refining our approaches in order to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that using structured approaches which are rooted in high-quality staff training, consistency of

approach and high-quality resourcing has enabled our children to make good or better progress. It is universally agreed that the structure of these approaches needs to be an element of best practice which is taken forward as a model to apply to further Intended Outcomes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Little Wandle Phonics	Little Wandle
My Happy Mind	My Happy Mind NHS Backed