



Pupil Premium Strategy 2021-2022

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Heaton Park Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	26 (106/404)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22,2022-23,2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr P Lord
Pupil premium lead	Mr P Lord/Mrs L Hestford
Governor / Trustee lead	Mrs L Tibbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,715
Recovery premium funding allocation this academic year	£15,456
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 catch up
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,172

Part A: Pupil premium strategy plan

Statement of intent

We consider all the children within our school to have been disadvantaged over the last 2 academic years due to the COVID 19 pandemic and aim to support them all to close any identified gaps due to this.

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/recovery 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. As a school we have worked on resettling the children back into the school environment and supporting them in reestablishing school expectations and behavior for learning.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of wider tuition catch up for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
- have enhanced pastoral, family and wellbeing support for all the children throughout school.

Whole school data is slowly developing due to the lack of data over the last 2 academic years. We will continue to monitor and assess progress and therefore adjust targets and priorities accordingly.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment of our disadvantaged pupils (PP and Non-PP) is not in line with Age Related Expected targets for some children.</i>
2	Social and emotional difficulties, wellbeing and family support Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils Children have needed support settling back into school life and dealing with events that have happened at home or other aspects of life due to the pandemic
3	Early reading and phonics – Due to school closures and isolations Y1 and 2 have not had a complete year in school, therefore gaps in their phonics knowledge, this impacts reading and writing progress Year 1 –Reading 48.4% below, 64.5% below or at risk PP (71.4%, 85.7%) Writing 50% below, 66.1% below or at risk PP (71.4%, 85.7%) Year 2- Reading 50% below, 62.5% below or at risk PP (64.3%, 71.4%) Writing 64.6% below, 79.2% below or at risk PP (64.3%, 92.9%)
4	Attendance COVID rules and isolations have created attendance issues over the last 2 academic years. This is now classed as an illness and brings down attendance data. We have a large number of EHCPs in place. SEND/Medical needs has increased and their appointments/illness is affecting attendance.
5	Speech and Language Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS1. Welcom assessments were conducted on the 2020 EYFS cohort, now Y1, to identify children with a language delay. This can be an aid to a Speech and Language referral.

6	<p>Discussions with Y2 and 6 teachers as well as end of last academic year data showed the number of children who should be ARE that had slipped due to lack of engagement or progress due to lockdowns/isolations. The children need to fill gaps/basic knowledge to progress and reach their potential previously shown before COVID.</p> <p>Year 2 and 6 catch up of 'At Risk' children. Data below</p> <p>Year 2- Reading 50% below, 62.5% below or at risk PP (64.3%, 71.4%) Writing 64.6% below, 79.2% below or at risk PP (64.3%, 92.9%) Maths 37.5% below, 72.9% below or at risk PP (35.7%, 71.4%)</p> <p>Year 6 Reading 41.7% below, 55 % below or at risk PP (50%, 68.8%) Writing 47.5 % below, 66.1% below or at risk PP (60%, 73.3%) Maths 40% below, 53.3% below or at risk PP (56.3%, 52.6%)</p> <p>Areas of identified need: Year 2 – phonics intervention will support R and W, reading fluency Year 6 – basic skills gaps in grammar, spelling, technical writing, handwriting, lack of writing during pandemic, maths and reading fluency, vocabulary</p>
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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 by end of KS and sustained progress.	Year 2 and 6 children in 'At Risk' who slipped due to lockdown will be in line with ARE.
Improved phonics and early reading skills in KS1	KS1 reading/ phonic screening outcomes in 2024/25 show we are back in line or better than National Average for all children
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations (Motional,

	<p>Trauma Informed assessments from Pastoral Team)</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, among all pupils (Forest School, Gardening Therapy, after school sports, supported access for trips/residential)
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.

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: £157.92 per day (potential £24,649 for the year)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employed a teacher to provide 'catch up' interventions in Y2 and Y6 daily.	Discussions with Y2 and 6 teachers as well as end of last academic year data showed the number of children who should be ARE that had slipped due to lack of engagement or progress due to lockdowns/isolations. The children need to fill gaps/basic knowledge to progress and reach their potential previously shown before COVID. Ongoing teacher assessment throughout academic year to identify specific interventions that need to be undertaken and same day catch up.	1,3,6

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

Budgeted cost: £117, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structure daily phonics intervention, using our Phonics Lead.	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: Internal assessment of Year 2 phonics screen was 50% achieving a pass, therefore intervention is essential.	3

Teaching Assistant support within each year group.	TAs are supporting specific groups of children with the morning Maths, English, Reading and Phonics. During the afternoons same day catch up based on misconceptions of mornings learning and focused interventions tailored to closing gaps created during lockdowns.	1,3,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 63,205.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team doubled, to provide more wellbeing support.	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): Children throughout school have been dealing with many emotions and distress at home during the pandemic and have needed support in a variety of ways from our pastoral team. This includes 1:1 time, Drawing and Talking, small group activities e.g. Lego Therapy.	2
Speech and Language specialist employed to support SP and L in KS1/EYFS	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:	4
Attendance team	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Team will work closely with families and authority to support concern of attendance.	5

Supporting the cost of wider experiences and visits.	To ensure that all the children get fair access to the same experiences and opportunities as non-disadvantaged pupils. This supports their wellbeing and motivation within school life, widens vocabulary and experience to call upon when writing. It shows the children the world outside of their own.	1,2,4
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Total budgeted cost: £ 205,654.96

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 2020 to 2021 academic year.

<p><i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.</i></p> <p><i>If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?</i></p>

Previous Target	Outcome
Improvements in the delivery of the T&L of phonics in year1	<p>Changes have been implemented into the structure and organisation of phonics. A fun, child centred phonic scheme with characters, Super Sonic Phonics, has been purchased and is being introduced.</p> <p>In 2020 the Year 2 Phonics Screen showed 70% of PP passed the check.</p>
To improve the quality of T&L of reading EYFS to Yr2	The process of Guided Reading has been developed with EYFs and Y1. In Y2 RTL has been introduced throughout the year to support comprehension.

	Shared reading using big books has been reintroduced, quality and quantity of decodable books and quality texts to develop the pleasure of reading have been purchased.
That strategies are developed to ensure that teachers are responding to children's written misconceptions during reading to learn sessions. The modelling of answers is used as an effective tool during comprehension and R2L sessions	CPD and monitoring has shown that the strategies used in comprehension and Reading to Learn lessons have had a positive impact of progress reading, for lower attaining children too. Teacher assessments over the last 2 academic years at the end of KS2 suggested results of over 80% in Reading.
Develop the role of our new family support worker.	Throughout the pandemic this role has been essential. With regards to the well-being/safeguarding of the children and families when in school and during closures. The role has been enhanced by completing the Trauma Informed Diploma and the team has now been increased to further enhance its role in school.
Develop the role of our PP governor	Before lockdown had attended a meeting within school specifically looking at PP. During pandemic meetings have taken place over Zoom. This role needs to be re-established.