



# Pupil Premium Strategy 2023-2024

## 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	422
Proportion (%) of pupil premium eligible pupils	21 (88/422)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22,2022-23,2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£154,755
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 catch up
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,755

## 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 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	<p>Social and emotional difficulties, wellbeing and family support</p> <p>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</p>
3	<p>Early reading and phonics and writing – To ensure consistent development of writing and reading within KS1/EYFs and into KS2.</p>
4	<p>Attendance</p> <p>COVID rules and isolations have created attendance issues over the last 2/3 academic years. This is now classed as an illness and can bring down attendance data.</p> <p>We have a large number of EHCPs in place. SEND/Medical needs has increased and their appointments/illness is affecting attendance.</p>
5	<p>Speech and Language</p> <p>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.</p> <p>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.</p>
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>Areas of identified need:            Year 1 – phonics intervention will support R and W, reading fluency            Year 6 - high incidence of PP and some areas of SEND need are high            Intervention in different areas here.</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. With a particular focus on writing
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 in a consistent way
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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations (Motional, Trauma Informed assessments from Pastoral Team)</li> <li>• a significant increase in participation in enrichment activities, among all pupils (Forest School, Gardening Therapy, after school sports, supported access for trips/residential)</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• 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</li> <li>• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged</li> </ul>
	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)

### 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: Writing skills in KS1 and into KS2 show consistent improvements in line with new initiatives.	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

### 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	There is extensive evidence associating childhood social and	2

more wellbeing support.	<p>emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>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 and other TI initiatives.</p>	
Speech and Language support where appropriate and using strategies used by former staff member	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	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Team will work closely with families and authority to support concern of attendance to ensure consistent and good attendance</p>	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

**Total budgeted cost: £ 178005**

**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.

*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. 2022 data is however published. School used catch up grants effectively to support outcomes across school in different ways. This funding is now ended however school will endeavour to maintain strategies developed through the last academic year.*

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. This has improved to 83% in 2022 and as a result of the new approaches to T&amp;L</p>
To improve the quality of T&L of reading EYFS to Yr2	<p>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.</p>
<p>That strategies are developed to ensure that teachers are responding to children's written misconceptions during reading to learn sessions.</p> <p>The modelling of answers is used as an effective tool during comprehension and R2L sessions</p>	<p>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. In 2022 this was over 90% use of ctach up</p>
	<p>funding was particularly successful in supporting this development</p>



<p>Develop the role of our new family support worker.</p>	<p>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. The 2<sup>nd</sup> staff member has now also completed her TI diploma and works effectively across school to support well being.</p>
<p>Develop the role of our PP governor</p>	<p>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. Regular visits with PP governor including visits to the govs educational setting.</p>