

Pupil premium strategy statement – Heathwood Lower School 2023-24

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	151
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24, 2024/25 & 2025/26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jackie Wright
Pupil premium lead	Jackie Wright
Governor / Trustee lead	Paula Bangs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,190
Recovery premium funding allocation this academic year	£2,121
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£25, 311

Part A: Pupil premium strategy plan

Statement of intent

At Heathwood, our intention is that all pupils, irrespective of their background, make good progress and achieve well across all curriculum areas. The key focus of our pupil premium strategy is to support our disadvantaged children to achieve that goal, including sustaining the progress of our children who are already high attainers.

We will consider the challenges faced by all of our vulnerable children, including those who are on the SEND Register (either with or without an EHCP), those who have a social worker and our young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. We are aware that there are a number of families experiencing hardship and challenge who do not qualify for or access Pupil Premium funding, these families are also considered to ensure we offer equal opportunities to all.

High quality teaching is at the heart of our approach, with a key focus on curriculum areas which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit our non-disadvantaged children. The intention is that non-disadvantaged children's attainment is sustained and improved alongside the progress of their disadvantaged peers.

We adopt a whole school approach to supporting disadvantaged children, whereby all staff take responsibility for children's outcomes, raise expectations of achievement, ensure appropriate challenge, provide early intervention and respond to common challenges and individual needs.

Our key principles are:

- To ensure high quality teaching in every class
- Act early to intervene at the point where need is identified
- Provide targeted support to meet individual needs
- To close the gap between disadvantaged children and their peers
- Maintain a whole school approach for taking responsibility for disadvantaged children
- To address non-academic barriers, including attendance, mental health and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Phonics and Reading Assessments, observations and discussions have indicated that disadvantaged children have greater difficulties with retaining and applying phonics, compared to their peers. This has impacted on their reading ability and attainment.
2	Maths Assessments, observations and discussions have indicated that disadvantaged children have greater difficulties with retaining and applying mathematical facts and vocabulary. This negatively impacts their mathematical attainment and recall.
3	Attendance Our attendance data for 2022/23 indicates that attendance of Disadvantaged children is 90.59% (0.87% unauthorised) compared to the whole school of 94.5% (0.78% unauthorised).
4	SEMH, wellbeing and Enrichment Observations and discussions with staff, children and families, indicate that education and wellbeing of disadvantaged children has been affected by the pandemic and continues to be an area of concern. We have seen a rise in the number of families requesting support for mental health and wellbeing for their children and the number of families accessing Early Help. An increase in disadvantaged families accessing support with Wrap Around Care, trips and visits, school uniform and clubs has been observed.
5	Oral language skills and communication Assessments, observations and discussions indicate underdeveloped oral and communication skills amongst our disadvantaged pupils compared to that of their peers. This is evident from Reception through to Class 4.

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
Phonics and Reading	ELG outcomes in Literacy reflect that all disadvantaged children meet the expected standard in reading. Phonics Screening outcomes in Class 1 and 2 for disadvantaged children is inline with their peers. Reading outcomes for disadvantaged children across the school improves and the gap between disadvantaged and non-disadvantaged children narrows.
Maths	Maths outcomes for disadvantaged children improves to be inline with their peers and closing the gap.
Attendance	Attendance for disadvantaged children improves and closes the gap.
SEMH, Wellbeing and Enrichment	Improved levels of mental health and wellbeing with increasing numbers of families accessing support.
Oral Language Skills and Communication	Observations and discussions indicate disadvantaged children's oral and communication skills improve to be inline with 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

Budgeted cost: £ 7700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Mastery Maths training and Enigma Maths Hub for Maths Subject Leader and Teachers	The DfE non-statutory guidance produced in conjunction with the NCETM using evidence based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	2
Recruitment of two teachers through the TMA Apprenticeship Programme	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host	1, 2, 5

	<p>of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
Continue to support two teachers completing NPQs	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 5

Targeted academic support

Budgeted cost: £9,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for Phonics and Reading	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Targeted early interventions to support children's number knowledge and recall.	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	2
Oral language and communication	<p>The number of quality conversations children have with adults and peers throughout the day in a language-rich environment is crucial. Where children share ideas with support and modelling from their teacher, using sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	5

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Supporting_oral_language_development.pdf?v=1668598979	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving School Attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	3
SEMH, Wellbeing and Enrichment	Providing access to <ul style="list-style-type: none"> ● enriching activities to support their education (Clubs, music lessons and school visits) ● Wrap Around Care ● School uniform ● Mental Health support ● Early Help ● Personal hygiene support ● School meals ● Coffee mornings 	4

Total budgeted cost: £ 27,540

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of expenditure and outcomes for 2022/23

Total number of pupils on roll – 152 (187 including Pre-school)

Number of children eligible for PPG – 17 children (11.2%) 19 children including Pre-school (10.2%)

Total PPG - £28, 789 (£26, 275 PPG funding + £2,505 Recovery Premium funding)
Total Spent – £28,800

Teaching – Budgeted Cost - £2649 Actual Spend - £5900

Quality first teaching in Phonics and embedded use of a validated phonics system in EYFS and KS1 is having a positive impact on children's attainment in EYFS and Year 1. 75% of all children in EYFS achieved all Early Learning Goals, of which 100% of PPG Children achieved their ELGs. In Year 1, 86.7% of children passed the Phonics Screening this year, of which 100% of PPG children passed the Phonics Screening. In Year 2, two out of 9 children passed the Phonics Screening, this was 20% of the possible PPG children. The PPG/SEND children in Class 2 will continue to receive phonic support and intervention in 2023/24.

The purchasing of Accelerated Reader and MyON to improve outcomes in reading has had a positive impact on attainment and engagement for disadvantaged children.

Supporting two members of staff through CPD and the NPQ pathway has had a positive impact on staff retention. One member of support staff has also been supported with achieving an NVQ LLevel 3 qualification.

Oral Language and Communication continues to be a priority and embedding opportunities for talk is fundamental for children's learning, but equally being able to communicate in other ways is essential for some of our children. This has been recognised as a strength and the recognition and collection of evidence enabled the school to achieve the Communication Friendly Award. This has been a priority for INSET and staff training throughout the year as has the production of additional resources to support children's learning.

The teaching of number has had a significant impact on children's confidence and attainment in Mathematics. Enhancement of our maths teaching and applying the Mastering Number approach in EYFS and Key Stage 1 has been significant in narrowing the gaps. Although there is a gap in Year 2 between PPG and Non-PPG, in EYFS and Class 1 all PPG children are working at Age Related Expectations in Maths.

This also required the purchase of specific maths resources and teacher training time for three members of staff.

Targeted Academic Support – Budgeted Cost - £11, 338 Actual Spend - £16150

Targeted phonic support had a positive impact on the Phonics Screening results for year 1 and the EYFS ELGs.

Targeted SEMH support through small groups sessions had a positive impact on learning, behaviour and attendance. This was particularly evident in Year 4, with it making a positive impact on preparing children for readiness to middle school.

Targeted supported from a Teaching Assistant for classroom based learning for disadvantaged children had a significant impact on engagement, learning and retention. This was additional support put in place during the Summer Term.

Wider Strategies – Budgeted Cost - £15,200 Actual Spend - £6,750

Enriching a child's education has a positive impact on attainment, attendance, and wellbeing. A range of approaches have been implemented to support our disadvantaged children across the school; this includes access to music lessons, wrap around care, school meals, school uniform and educational visits.

Engaging parents to encourage and promote good attendance has been a priority this year, and whilst attendance figures show that disadvantage children's attendance continues to fall below whole school and national percentage figures, we have seen an improvement since the beginning of the academic year. Therefore, this will continue to be a priority in 2023/24.

Attendance data to date for PPG – 91.21%

Whole school attendance data – 94.37%

National attendance data – 93.2%

Externally provided programmes

Programme	Provider
None	N/A