



## Pupil premium strategy statement 2022-2023

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	Little Heaton CE Primary
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	75 chn 39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Claire Crawford
Governor / Trustee lead	Kate Ford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 105,925
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 105,925

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles.

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### *CONTEXT OF SCHOOL*

Little Heaton C of E (VC) Primary School is smaller than average, one form entry, urban, Church of England community school for children aged 4-11, with no Nursery setting attached.

Most children who attend Little Heaton C of E, live in the local area of Rhodes, Middleton which is part of Rochdale- GR. Manchester. Increasingly over the last five years an increasing, but still small, number of children attend from across the township

of Middleton, the neighbouring towns of: Bury, Oldham and City of Manchester due to our proximity to the catchment boarder of these areas. The housing in the areas near to school are a mixture of social housing, private rent with some private ownership. Our district faces high levels of deprivation: South Middleton is currently in the lowest 10-20% with some of our children who live in the Langley district being in the lowest 3-5%. A significant number of our families despite this are not eligible for 'Universal credit' top ups- which would identify children as receiving Pupil Premium Funding,' these 'breadline families' rely on support from the local foodbanks and support from school; as their Zero hour / casual contracts effect their ability (and the schools) to claim this much needed financial support. Our children come from a wide range of socio-economic backgrounds. The school population is predominantly made up of While British children although we have had a grow in number of children from different ethnic backgrounds. The number of children with EAL is currently 25% which is almost double the number three years ago.

### **Ultimate objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

### **ACHIEVING OBJECTIVES**

Additional teaching and learning opportunities provided through trained TAs or external agencies.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Use of 1 to 1 support where appropriate.

Pay towards activities and educational visits, ensuring all children have first-hand experiences to use in their learning in the classroom

Supporting the funding of specialist learning software.

To allow the children to learn a musical instrument and to sing in a choir

Providing behaviour and nurture support during lunchtimes through activities to engage and promote Little Heaton's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues
2	Chaotic family lives and Social Care involvement
3	Weak language and Communication Skills.
4	Social emotional or behavioural barriers to learning.
5	Poor academic outcomes in reading / writing and maths.
6	Poor phonic knowledge and retention
7	Lack of wider experiences due to poverty

## 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
Maintain good attendance	Ensure attendance of disadvantaged pupils is above 95%
Families to be supported	Families to access the services and support they need.
Assessed improvement in communication and language skills.	Achieving at or above national expectations.
Overcome social and emotional barriers to learning.	Chn able to understand and regulate their emotions and show a positive attitude to learning.
Progress in reading / writing/ maths	Achieve at or above national average progress scores in KS2 Reading (0) / KS2 Writing (0) To continue to achieve at or above national average progress scores in KS2 Maths (0)
Improve outcomes in phonics	Achieve above national average expected standard in PSC
Access to wider experiences due to poverty	Children targeted for experiences over the school year.

## 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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a TA3 based in Reception to screen all children on entry and put bespoke programmes in place.  £6,242	On entry to Reception many children have low language and communication skills (DATA). Children do not have the breadth of vocabulary, knowledge and skills that 'typical' Reception children have. This therefore impacts standards in other areas.	3
SENCo - additional release time.  £12,000	31% of our PP children are also identified as having SEN This makes up 39 % of our SEN list. An increasing number of referrals to external agencies, such as speech and language and healthy young minds are needed for these children.	5
Release time for TA 3 to attend WELLCOMM training ( 1 day) £112.78 Release for 2 members of staff to attend WELLCOMM sessions. £208.57	Low language skills has been identified as an issue in baseline data and the impact of this is seen throughout KS1 in both their reading and writing activities.	3
STAFF CPD National College subscription £495 REAL trust subscription £1450 PIRRAMID £450	High quality CPD is required to enable teachers and TAS to follow EEF principles. Support from local clusters and English hub to ensure strategies are being followed	5

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

Budgeted cost: £ 54,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA level 4 based in upper Key stage 2, providing support and structured interventions with a focus for Year 6 £16,500	Data in KS2 shows a significant gap between pp and non pp children. This shows there is a need to accelerate progress and narrow gap through structured interventions and targeted support. <i>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit' Individualised instruction + 4months 1:1 tuition + 5 months Small group tuition + 4 month</i>	5
Cover for Teacher and TA3 for 4 days as home visits take place prior to starting school £1500.00	Effective transition into school in Early Years and establishing good relationships with families enable school to provide an early help offer which provides support where most needed.	2
IDL English and Maths intervention (software and TA support 1 hour a day) £2,300	The gap between attainment of pupil premium pupil in Maths and English is historically lower than that of the peers <i>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit' Individualised instruction + 4months 1:1 tuition + 5 months Small group tuition + 4 month</i>	5
Additional support for children receiving intervention in Phonics and reading led by TA2 5 hours a week £2221.05	The gap between attainment of pupil premium pupil in phonics and reading is historically lower than that of the peers. <i>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit' Individualised instruction + 4months 1:1 tuition + 5 months Small group tuition + 4 month</i>	6
Additional TAs to provide small group teaching, feedback and responsive support during English and Maths 2 x TA2 10hrs per week £11,495.26	Progress for PP pupils is historically low when looking at statutory data and this is also reflected in our internal data. Pre / post tutoring and support as part of high quality teaching is to be put in to place to diminish this gap. <i>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit' Individualised instruction + 4months 1:1 tuition + 5 months Small group tuition + 4 month</i>	5
3 TA 5 x ½ hour phonics sessions. £4,310.72	Phonics data has been on an upward trend through using small group RWI phonics approach which needs to continue to sustain this attainment.	6

	<i>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’ Individualised instruction + 4months 1:1 tuition + 5 months Small group tuition + 4 month</i>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24231.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport and trips £2,450	Subsidising costs to provide opportunities for disadvantaged pupils to participate in wider opportunities and experiences (e.g.enrichment clubs, school visits) <i>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A Tiered Approach to Spending</i>	7
Pastoral /attendance support worker TA4 10 hours a week £7,425.60	25% out of our pupil premium children have required additional support from either Early Help Assessment or the Safeguarding Team. This requires regular meetings and contact with outside agencies alongside providing regular support to families both by phone and in person. <i>Evidence from Education Endowment Foundation- The Guide to Pupil Premium: A Tiered Approach to spending.</i>	1, 2
Wellbeing support TA 2 20 hours a term £784.80 TA4 10 hours a week. £7,425.60	Stirling Wellbeing assessment identified a number of PP chn who are not in a positive emotional support or do not have a positive emotional outlook. Support both through formal and informal interventions is needed. <i>Evidence from Education Endowment Foundation – ‘Teaching and learning Toolkit.’ Behaviour interventions + 4 months Social and emotional learning + 4 months Metacognition and self regulation + 7 months</i>	4
2 xTA support on the playground at lunchtime. TA2 10 hours a week £5747.50	Children are supported to interactive with peers successfully and to support them to learn to problem solve at times of conflict. <i>Evidence from Education Endowment Foundation – ‘Teaching and learning Toolkit.’ Behaviour interventions + 4 months Social and emotional learning + 4 months Metacognition and self regulation + 7 months</i>	4
Commando Joe resources £1,475	Attitude to learning has been identified as a barrier for a large % of our PP children, particularly since the return to school.. Developing children’s collaborative skills, resilience, and team work skills enable them to connect with curriculum learning.	4

<i>Cpoms</i> £685	Due to the number of ongoing concerns and communications with agencies there is a need to provide secure online monitoring of CP, safeguarding and wider student pastoral welfare.	2
<i>Garden Resources and Equipment for gardening club and activities</i> £610	Providing a stimulating and structured playtime and outdoor learning environment for all PP chn, providing an opportunity for outdoor activities, improving wellbeing and mental health	7
Cost of music service  £3,000	Opportunity for all children in KS1 and KS2 to learn to play a musical instrument to promote self-esteem and confidence.  Enrichment – promotes self-esteem confidence.	7
Extra Curricular – individual students £350	Music lessons and Breakfast club	7

**Total budgeted cost: £ 98,706** *allowing for adaptations to plan according to specific needs that become evident during the academic year.*



## 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 2021to 2022 academic year.

	Details of challenge	Success and Impact
1	Attendance and punctuality issues	Effective pastoral support has reduced absences for some targeted families. Despite this PP pupils have lower attendance than peers, (although it is above FFT National)
2	Chaotic family lives and Social Care involvement	Key vulnerable families have accessed a comprehensive offer through early Help, and those families at CIN/ LAC have been supported by our Safeguarding Team . Focus on Children with/ have had a Social Worker has enabled them to make progress and diminish the gap with their peers.
3	Weak language and Communication Skills.	Wellcomm was used with key children in EYFS to close the gap in receptive and expressive vocabulary. Progress was evident during the intervention
4	Social emotional or behavioural barriers to learning.	Well-being approach supports those children who need it in school. Pupil confidence and participation in learning is improved. Well-targeted and effective pastoral care provides support for most vulnerable. Additional adult support at unstructured times has reduced the number of incidents which go on to impact on learning.
5	Poor academic outcomes in reading / writing and maths.	Additional support in place during English and Maths lessons to enable targeted children to diminish the gap with their peers. Pre and post tutoring has enabled targeted children to participate more effectively in lessons.
6	Poor phonic knowledge and retention	Additional support had been used to reduce the size of group for phonics teaching and provide one to one support where needed. Outcomes for disadvantaged children were in line with peers.
7	Lack of wider experiences due to poverty	Visits and enrichment opportunities have enhanced the school curriculum, including visitors and first-hand experiences. All funded by school or through grants with donations from parents where they are able.

### **Disadvantaged & Non-Disadvantaged July 2022**

#### **School Context**

Little Heaton pupils Reception to Year 6 – (44%% are disadvantaged)

**Reception Context**

16 children (50% are disadvantaged)

Percentage of Reception children achieving a Good Level of Development

	<b>Little Heaton Primary School</b>	<b>Schools Nationally</b>	<b>Rochdale Schools</b>
<b>Disadvantaged</b>	<b>38%</b>	<b>50%</b>	<b>49%</b>
<b>Non- Disadvantaged</b>	<b>67%</b>	<b>68%</b>	<b>62%</b>

**Year 1 Context**

20 children ( 40 % are disadvantaged)

Percentage of Year 1 children passing the phonics screening 71%.

	<b>Little Heaton Primary School</b>	<b>Schools Nationally</b>	<b>Rochdale Schools</b>
<b>Disadvantaged</b>	<b>71%</b>	<b>63%</b>	<b>64%</b>
<b>Non- Disadvantaged</b>	<b>71%</b>	<b>79%</b>	<b>75%</b>

**Year 2 Context**

26 children (31 % are disadvantaged)

Percentage of Year 2 children achieving at least the expected standard.

	<b>Little Heaton Primary School</b>	<b>Schools Nationally</b>	<b>Rochdale Schools</b>
<b>Reading  Disadvantaged</b>	<b>56%</b>	<b>52%</b>	<b>49%</b>
<b>Reading</b>	<b>63%</b>	<b>67%</b>	<b>67%</b>

<b>Non-Disadvantaged</b>			
<b>Writing Disadvantaged</b>	<b>44%</b>	<b>41%</b>	<b>41%</b>
<b>Writing Non-Disadvantaged</b>	<b>58%</b>	<b>58%</b>	<b>59%</b>
<b>Maths Disadvantaged</b>	<b>44%</b>	<b>52%</b>	<b>51%</b>
<b>Maths Non-Disadvantaged</b>	<b>74%</b>	<b>68%</b>	<b>69%</b>
<b>RW&amp;M Disadvantaged</b>	<b>44%</b>	<b>37%</b>	<b>36%</b>
<b>RW&amp;M Non-Disadvantaged</b>	<b>58%</b>	<b>53%</b>	<b>55%</b>

### **Year 6 Context**

30 children (43 % are disadvantaged)

Percentage of Year 6 children achieving at least the expected standard.

	<b>Little Heaton Primary School</b>	<b>Schools Nationally</b>	<b>Rochdale Schools</b>
<b>Reading Disadvantaged</b>	<b>62%</b>	<b>62%</b>	<b>60%</b>

<b>Reading</b> <b>Non-Disadvantaged</b>	<b>67%</b>	<b>75%</b>	<b>77%</b>
<b>Writing</b> <b>Disadvantaged</b>	<b>46%</b>	<b>56%</b>	<b>54%</b>
<b>Writing</b> <b>Non-Disadvantaged</b>	<b>61%</b>	<b>70%</b>	<b>72%</b>
<b>Maths</b> <b>Disadvantaged</b>	<b>69%</b>	<b>57%</b>	<b>59%</b>
<b>Maths</b> <b>Non-Disadvantaged</b>	<b>78%</b>	<b>71%</b>	<b>77%</b>
<b>GPS</b> <b>Disadvantaged</b>	<b>54%</b>	<b>59%</b>	<b>59%</b>
<b>GPS</b> <b>Non-Disadvantaged</b>	<b>72%</b>	<b>73%</b>	<b>77%</b>
<b>RW&amp;M</b> <b>Disadvantaged</b>	<b>39%</b>	<b>43%</b>	<b>42%</b>
<b>RW&amp;M</b> <b>Non-Disadvantaged</b>	<b>50%</b>	<b>59%</b>	<b>63%</b>

#### Key Stage 1 to 2 Progress Scores

	<b>Little Heaton Primary School</b>	<b>Schools Nationally</b>	<b>Rochdale Schools</b>
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<b>Reading</b>	<b>2.4</b>	<b>0</b>	<b>+0.1</b>
<b>Writing</b>	<b>2.4</b>	<b>0.1</b>	<b>0</b>
<b>Maths</b>	<b>4.2</b>	<b>0.1</b>	<b>+0.6</b>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Times table Rockstar	
IDL	
CPOMS	
Insight Tracking	