

## 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	Little Heaton CE Primary
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	69 chn 42.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Claire Crawford
Governor / Trustee lead	Kate Ford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 77320
Recovery premium funding allocation this academic year	£ 8990
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	£ 86,310

# 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 (v.c) 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 has remained 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 preminantely made up of While British children although we have a growin number of children from different ethnic backgrounds. The number of children with EAL is currently 22% which is 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 can meet the needs of their children
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	Chn 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: £ 17,896.31

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.	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.	1
SENCo - additional release time.	20% of our PP children are also identified as having SEN This makes up 60 % of our SEN list and increases. 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) Release for 2 members of staff to attend ELKLAN sessions.	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 REAL trust subscription PIRRAMID	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: £ 41,355.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA level 4 based in Key stage 2, one to one support and structured interventions with a focus for Year 5.	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.	5
Cover for Teacher and TA3 for 4 days as home visits take place prior to starting school	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
Wellcomm toolkit to provide targeted support.	Low base line for language and communication on entry to school requiring early intervention to enable children to access the curriculum.	3
Additional TAs to provide additional teaching, feedback and responsive support during 2x TA2 10hrs per week	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. EEF feedback guidance.	5
3 TA 5 x ½ hour phonics sessions.	Phonics data has been on an upward trend through using small group RWI phonics approach which needs to continue to sustain this attainment.	6

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

Budgeted cost: £ 23,042.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport and trips	Subsidising costs to provide opportunities for disadvantaged pupils to participate in wider opportunities and experiences (e.g. enrichment clubs, school visits)	7
Pastoral /attendance support worker TA4 10 hours a week	26% 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.	1, 2
Wellbeing support TA 2 20 hours a term TA4 10 hours a week.	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. Use of Wellbeing dominoes and Talkabout programme to address identified needs.	4
Commando Joe resources	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
CPOMS	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
Garden Resources and Equipment for gardening club and activities	Providing a stimulating and structured playtime and outdoor learning environment for all PP chn , providing an opportunity	7
Cost of music service	Opportunity for all children in KS1 and KS2 to learn to play a musical instrument to promote self-esteem and confidence.	7

**Total budgeted cost: £ 82,294.46**

## 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.

The data below shows the progress and attainment of pupil premium during the academic year 2020-2021. This is internal data based on teacher assessment.

% of pupils attaining expected or accelerated progress during the academic year.

	Num of pupils	Reading	Writing	Maths
2	13	75%	69%	85%
3	10	80% (30% above expected progress)	80%	60% (20% above expected progress)
4	12	75% (25% above expected)	83% (25% above expected)	83% 17% above expected progress)
5	11	64% (18% above expected)	73% (18% above expected)	82% (18% above expected)
6	6	100%	67%	83%



% of pupils attaining ARE+ during the academic year.

	Num of pupils	Reading	Writing	Maths
Rec	7	28%	29%	57%
1	6	50%	50%	67%
2	13	43%	43%	57%
3	10	62%	62%	62%
4	12	70%	50%	70%
5	11	38%	62%	62%
6	6	54%	46%	54%

Some pupil premium funding had to be redirected during periods of school closures to enable us to support families who were not learning on site. It should be noted that 55% of pupil premium engaged on learning in school during the lockdown period between January and March 2021.

During remote learning periods, 45% were not learning on site. An average of 47% of these children engaged in remote learning each day. Pupil premium funding was used as part of the pastoral lead's salary to enable them to contact families who were not engaging in learning to perform welfare calls, support them to help their children access learning and also, where needed provide paper packs for home learning.

Support was also provided for pupil premium children through daily one to one reading sessions for these children, facilitated through remote learning by staff who were shielding. This was for both children learning on site and those participating in remote learning.

An increased number of families needed Early Help assessments) by the Pastoral Lead, again using pupil premium funding. As a school we also saw increase in safeguarding concerns, resulting in an increase in involvement in multi-agency meetings and providing written records. ( 7 families with EHAs, 8 families with safe guarding agency involvement)

In this academic year 24% of our pupil premium children were also identified as having SEN. Out of these chn 33% showed anxiety about the returning to school and received additional pastoral support to enable them to re-engage in learning.

Attendance of pupil premium children last year was 98.7%. This was pleasing, however a lot of pastoral support and phone calls took place to achieve this. We have left attendance on as a challenge for pupil premium children this year as we are aware that historically this has always been an issue, and with the growing number of pupil premium within school we believe, that without the correct support, it will still be a barrier to learning for a number of these children

## 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*

Programme	Provider
Times table Rockstars	
IDL	
CPOMS	
Insight Tracking	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*