# Pupil premium strategy statement – Little Heaton CE Primary School 2024 20025

## School overview

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| Detail | Data |
| Number of pupils in school | 189.5 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | IEB |
| Pupil premium lead | Hayley McNeill |
| Governor / Trustee lead |  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £108,780 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £0.00 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **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* | £108,780 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve at least the expected standard across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.  Our understanding and strategies to address the disadvantage gap are informed by best evidence from the Education Endowment Fund and Ofsted reviews on how schools are spending funding to maximise achievement (2021).  We will consider the challenges faced by vulnerable pupils, such as those who have Social, Emotional and Mental Health (SEMH) needs. The activity we have outlined in this statement is also intended to support pupil needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which 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.  Little Heaton Primary children who are disadvantaged will have some or all of the following barriers:  • Easily distracted  • Find staying engaged on one task difficult  • Desire being social often due to lack of positive relationships at home  • Emotionally less mature than their age conflicted with a degree of being ‘street wise’.  • Lack intrinsic motivation  • Anxious and ‘suspicious of the world’  • Have a lack of affection and/or routine at home.  All our pupil premium children benefit from:   * An ambitious, sequentially planned, knowledge rich academic and pastoral curriculum that provides a platform for progression, the opportunity for the development of pupils’ cultural capital and prepares pupils for life in modern Britain. * Consistency around the quality of teaching and learning and expectations of behaviour and attitudes to learning, including effective professional development as a lever for improving outcomes for disadvantaged pupils. * Effective pastoral support, internal systems and relationships with external agencies which are proactive and responsive to meeting the needs of all pupils * Effective use of assessment that allows for gaps in learning to be identified at the point of teaching and targeted interventions to be effectively implemented * Access to funding/support for those suffering hardship to ensure they can participate in all aspects of school life. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Attendance and Persistent Absenteeism**: % of those pupils who are PA are pupil premium pupils. The overall attendance (90.9) of pupil premium pupils is below the National average of 94.1% and below the Nat. Average for Pupil Premium pupils (%) |
| 2 | **SEND:** An increasing number of children in school who are disadvantaged also have additional needs (26%), including social and emotional gaps |
| 3 | **Deprivation:** A large proportion of pupils come from the IDACI decile 3 (the top 30% of the most deprived areas of the country) and therefore struggle to provide the essentials and extras for their children, in addition to children having limited wider experiences to apply to curriculum subjects. |
| 4 | **English and Maths:** Pupils with poor literacy, particularly reading, will struggle to access the curriculum, which will hinder their progress. PP pupils are more likely than their peers to have a low reading age and to not achieve ARE in reading and maths. Research (EEF 2022) tells us that poor maths skills can ultimately lead to social and economic exclusion. |

## 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.

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| Challenge | Success criteria |
| 1 | * At least 96% attendance for PP pupils and reduction in proportion of PP pupils who are also persistently absent. |
| 2 | * SEND pupils supported with appropriate learning plans, adapted learning environments and quality first teaching * Pastoral systems of support effectively respond to issues around safeguarding and emotional/SEMH support * External agencies are used effectively to support identifies pupils |
| 2&4 | * Phonics tutoring, Fresh Start and other reading and maths interventions demonstrate improved reading and maths outcomes and a smaller disparity between the outcomes of disadvantaged pupils and their non-disadvantaged peers, in addition to good progress made by pupils with SEND. |
| 4 | * KS1 phonics and reading outcomes show that the number of pupils achieving the national standard is at least in line with ‘national’. |
| 3 | * A significant increase in participation in enrichment and extra curricular activities, particularly among disadvantaged pupils * PP attend universal trips offer * Families feel supported by the help they receive from school or the ‘signposting’ to other agencies. |

## 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: £44,190

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Leadership/School Organisation**  School timetable is designed to facilitate a focus on effective delivery of R,W,I, progress of all pupils and wider professional development of staff.  Appointment of two Exec. Leaders (with reponsiblity for Phonics, EYFS, Maths and SEND) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  [Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) (+5 Months)  Targeted deployment for delivering interventions can have a high impact on improving learning:  **[EEF Interventions (+4 months)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)**  Effective professional development development, focuses on the mechanisms. effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.  **[EEF Professional Development](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=professional)** | 4 |
| **Roles/Responsibilities**  Identified staff to lead on developing phonics, KS2 reading, reading for pleasure and maths | [EEF report](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=teaching%20qulaity) emphasises that high quality teaching will have the biggest impact on pupil outcomes. | 2,4 |
| **Curriculum**  A whole school curriculum with high expectations for all, which enables pupils to fully realise their potential and be happy, well-rounded members of society.  A challenging and sequenced curriculum designed to have breadth depth, rigour, progression, enjoyment, relevance and ensures mastery. | [EEF report](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=teaching%20qulaity) emphasises that high quality teaching will have the biggest impact on pupil outcomes.  [EEF guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf) summarises the most important knowledge and understanding within each year group and important connections between mathematical topics  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)  [Reading Comprehension (EEF +6 months)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20comprehension)  Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of reading instruction. | 4 |
| **Assessment and Feedback**  Staff CPD on effective use of formative and summative assessment to ensure staff can use assessment to underpin planning and assess what pupils know, understand and can do in ‘real time’ and over time. | [EEF report](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=teaching%20qulaity) emphasises that high quality teaching will have the biggest impact on pupil outcomes.  [CET SONAR/Smartgrade Training](https://help.junipereducation.org/hc/en-gb/sections/20422428270877-Sonar-Tracker) | 2, 4 |
| **Pastoral Care and Provision**  Pastoral care and support which ensures that pupils are happy, healthy and enjoy school, attend and are on time.  Deployment of full-time ELSA  A responsive pastoral curriculum which supports pupils both within and beyond school to ensure pupils reach their full potential.  Pastoral systems and structures which priorities pupil premium parental engagement | Leadership and systems around encouraging and supporting attendance and parental engagement underpinned by the [DFE Working Together to Improve School Attendance (August 2024)](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf)  [EEF Social and Emotional Learning, +4 months)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  [EEF Parental Engagement (+4 months)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 1,3 |

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

Budgeted cost:*)* £ *22,600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Assessment**  Purchase of SONAR and SMARTGRADE assessment packages. All cohorts tested on entry and at key relevant points during the academic year.  Cherry Garden Assessment (in conjunction with Tapestry) for SEND assessment | Importance of accurate diagnostic identification of PP pupils who need support and establishing which interventions are most appropriate.  Monitoring the effectiveness of interventions | 2,4 |
| **Reading Intervention**  Thursday 2:40-3:20  Shine/Cracking Comprehension  Fresh Start phonics for identified KS2 pupils who are sig below chronological reading ag as. Assessed every 6 weeks on progress and adaptations made to relevant interventions. | [EEF (2017) The Attainment Gap Report](https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap)  What happens in the classroom makes the biggest difference.  Targeted Small group and 1:1 interventions have then potential for the largest immediate impact on attainment  Targeted TA deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact:  [Teaching Assistant Interventions EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) | 2,4 |
| **Maths Intervention**  Additional maths sessions targeted at disadvantaged pupils who require further maths support. This will be delivered in collaboration with our local maths hub. | 2,4 |
| **ELSA and Bespoke Pastoral Interventions** | [EEF Social and Emotional Learning (+4 months)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  Being able to effectively manage emotions will be beneficial to children, even if it does not translate into maths and reading outcomes.  Mentoring interventions may be more beneficial for disadvantaged pupils, as the development of trusting relationships with an adult can provide a different source of support  [EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring) | 2,3 |
| **Home visits to support attendance** | [DFE Working Together to Improve School Attendance (August 2024)](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf) | 1 |

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

Budgeted cost: £ 41,990

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Behaviour and Rewards**  Staff professional development on ‘relational approach’ and consistency (Paul Carlisle)  Implementation of consistent policy on behaviour and rewards | [DfE February 2024 Behaviour in Schools](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)  [Behaviour interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 2, 3 |
| **Hardship Fund**  Provision of Equipment, uniform, subsidise trips, school meals/breakfast club | Majority of pupils come from high deprivation area (upper 30%). | 3 |
| **Curriculum**  Provide a range of extra-curricular and ‘enrichment’ activities to develop children’s resilience and increase self-esteem:  Music; Residential, Additional enrichment curriculum | There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.  [Arts Participation EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)  The school’s broad and balanced curriculum needs to take into account the context of our pupils and acknowledge that we need to provide experiences that a high number of pupils would otherwise never be given.  [EEF](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801) | 3 |
| **Attendance and Punctuality**  Whole school attendance/punctuality policy which takes a robust approach to ensure high levels of attendance for all.  Attendance support/intervention which takes a staged approach when identified thresholds are met | [DFE Working Together to Improve School Attendance (August 2024)](https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf)  [EEF Parental Engagement (+4 months)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  Importance of tailoring communications and building relationships with families. | 1 |
| **School Library** | Pupil voice evidence suggests pupils enjoy the peace and quiet available in the school library rather than the busier areas at break and lunch times. | 1,2,3,4 |
| **Monitoring and Tracking**  Rigorous monitoring and tracking of the disadvantaged cohort (attendance, behaviour, engagement) | SLT to be continually updated around progress of PP pupils and effectiveness of interventions. Fortnightly meetings with pastoral team allows for sharing of information, monitoring and tracking. | 1,2,3,4 |

**Total budgeted cost: £** *108,780*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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| **Intended Outcome** | **Success criteria** | **Comments** |
| Improved phonic and early reading attainment among disadvantaged pupils. | KS1 phonics and reading outcomes show that the number of pupils achieving the national standard is at least ‘in line’ with national | 64% of Y1 passed the phonics screening (below LA and National).  36% of KS1 pupils met the expected standard (sig. below LA and National) |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2025/26 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant reduction in suspensions   a significant increase in participation in enrichment activities, particularly among disadvantaged pupils | No. of suspensions and exclusions above National.  Very few enrichment activities on offer.  Negative parental perception about the school. |
| To achieve and sustain our offer of high-quality Early Help support for our disadvantaged families. | Families will be well supported by school, identified by:   * Accurate identification of families in need of Early Help support * Key professionals able to confidently support disadvantaged families * Improved attendance and punctuality data | Some identified families received support from external agencies or were referred/signposted.  Parent voice evidenced a strong sense of frustration that they were given assurances of support, which then did not materialise.  Little change to attendance and punctuality data. |
| Improved engagement with wider school life for disadvantaged pupils. | An increased number of disadvantaged pupils will demonstrate active involvement in wider school life. This will be evidenced through:   * Greater participation in school trips and visits * Increased participation in after school clubs * Increased number of disadvantaged pupils to be represented on pupil leadership teams * Surveys (baseline/ annually) | The general wider curriculum offer has been poor, therefore the events and activities have not been there for all pupils to access. |
| Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2. | KS2 reading, writing and maths outcomes show that outcomes for disadvantaged pupils are at least ‘in line’ with national | All KS2 outcomes were significantly below national and LA average in 2023 2024. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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