

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	Heather Primary School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	6.25% (5 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22
Date this statement was published	20/12/21
Date on which it will be reviewed	20/12/22
Statement authorised by	Mrs Maxine Michalowski
Pupil premium lead	Mrs Maxine Michalowski
Governor / Trustee lead	Mrs Rachel Aucott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8, 070.00
Recovery premium funding allocation this academic year	£ 2, 000.00
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	£10, 070.00

Part A: Pupil premium strategy plan

Statement of intent

We want all of our pupil premium children, irrespective of their background or challenges they face to make good progress and achieve well across all the subject areas.

We want all of our EYFS/year 1 children to ensure they have a sound phonological awareness and are able to decode with confidence to enable they secure the phonic screen in year 1 as this will ensure they have the early reading skills to ensure they are ready for their reading journey across school and beyond.

We want all of our pupils to develop good learning behaviours so that they are able to tackle obstacles that they may face throughout life rather than being over burdened by them.

We want all of our pupils to make good progress from their starting points ensuring the children where possible reach age related expectations by the time they leave us in Year 6.

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.

Due to the numbers of pupil premium in school, our approach is where ever possible tailored towards individual needs based upon our knowledge of the children and the use of diagnostic assessments where appropriate. To ensure these methods 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

Due to the small numbers of pupil premium children and for data protection reasons, certain information is not included in this document.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that due to recent COVID restrictions that have affected schools that there are gaps in children's phonic knowledge, oral language, vocabulary understanding and in fluency of reading which can affect the depth of understanding of a text.
2	Assessments and observations indicate that due to recent COVID restrictions that have affected schools that there are gaps in children's mathematical knowledge
3	Assessments and observations indicate that due to recent COVID restrictions that have affected schools that some children in key Stage 1 do not have finely developed fine motor skills which is impacting on their ability and enjoyment of activities which involve writing.
4	Since returning to school after both partial closures a significant number of children are showing lower levels of self-confidence and resilience in most areas of the curriculum.

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 reading outcomes for disadvantaged pupils	70% of children to be working at ARE in reading
Improved maths outcomes for disadvantaged pupils	60% of children to be working at ARE in maths
Improved writing outcomes for disadvantaged pupils	60% of children to be working at ARE in writing

To improve independence skills to allow children to become more aspirational and determined in what they are striving for.	Pupil questionnaires and interviews show that the children are able to articulate how they have improved as learners, when and how they need to show more resilience, when they need to seek more help.
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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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand EEF</p>	1, 2, 3
<p>CPD for all staff – phonics and purchase of additional phonic materials to ensure high qual-</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown</p>	1, 3, 4

ity teaching and additional targeted sessions targets at disadvantaged pupils can take place	to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand EEF	
CPD maths – NCTEM mastery programmes	Mastery Toolkit Strand EEF	2, 4

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted catch up clubs run after school/lunchtime	Extending School time Tool kit EEF	1, 2, 3, 4,
Small group tuition run in the school day by teachers or support staff.	Small group Tuition ToolKit EEF Teaching assistant intervention toolkit EEF	1,2,3,4,

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

Budgeted cost: £ 1070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding available for – extracurricular provision, residentials, school trips, uniform	Outdoor Adventure learning Toolkit EEF School Uniform Extending School time Tool kit EEF	1, 4

Total budgeted cost: £ £10,070.00

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 low numbers of pupils eligible for pupil premium, any data published could identify individuals.

Historically the school has made effective use of pupil premium to improve outcomes.

Data impact of Pupil Premium expenditure on reading, writing and maths. During the COVID-19 school closure January to March 2020 – all of our pupil premium children were offered places in school on a full-time basis. This allowed us to continue to strongly support the children and their families.

	NTS Reading Autumn	NTS Reading Summer	TA Writing Autumn	TA – Writing Summer	NTS Maths Autumn	NTS Maths Summer
Child 1	77	85	Well Below ARE	Below ARE	76	70
Child 2	102	102	Below ARE	Below Are	82	97
Child 3	96	119	ARE	ARE	98	89
Child 4	95	106	Below ARE	Below ARE	96	98
Child 5	102	112	Well Below	Well Below ARE	77	92

Activity	Outcome
To ensure LSA support in classes to provide support with reading, SALT, maths, social groups and writing . Providing provide a more favourable staff to pupil ratio, resulting in positive progress gains	More positive reading outcome for most children – with most children making good progress from starting points .
Maths lead to share strategies from the maths hub to embed Teaching for Mastery across all year groups. To provide staff with the support to	Not all maths CPD that was planned took place due the COVID 19 partial closure and this is continued to be built up during this academic year.

use evidence-based whole-class teaching interventions.	
To provide support for families with low attendance	By offering school places for all PP children we were able to ensure they were engaged with their learning and monitor progress more carefully.
To ensure all PP children in KS 2 are able to attend a residential in year 3/4 and 5/6 at a reduced rate if required	All children who were in year groups to that were on residential were able to attend.
To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons and adapts to current 4 restrictions caused by #Covid19 at a reduced rate if required	Apart from residential no visits out of school took place. PP children did enjoy along with the rest of the school two theatre visits.

Externally provided programmes (not purchased by PP money)

Programme	Provider
TT Rock Stars	Literacy Shed
Numbots	Wellcomm (Catch up Money)