

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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) (7)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	31/12/22
Date on which it will be reviewed	July 25
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	£6925.00
Recovery premium funding allocation this academic year	£2000.00
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	£8925.00

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 Oracy/phonics	Assessments and observations indicate 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 Maths	Assessments and observations indicate that there are gaps in children's mathematical knowledge particularly number facts and times tables
3 Fine motor/hand writing	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. Also poor spelling and sentence construction and restricted oral language limits writing skills.
4. Learning behaviours	Since returning to school after both partial closures some of our pupil premium children are showing lower levels of self-confidence and resilience in most areas of the curriculum.
5. Wider opportunities	Ensuring that all pupils have equal access to educational visits and that families experiencing difficulties are supported.
6. Health and Wellbeing	29% of our disadvantage children have medical needs which can affect attendance,

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 outcomes in reading, writing and maths for pupil premium pupils	60% of children to be working at ARE in reading, writing and maths and the gap between Pupil Premium and non Pupil Premium children is closing. Our ELSA works with Pupil Premium children weekly on key areas of writing, such as spelling, tense and handwriting.
Improved phonics outcomes for pupil premium children	Phonics outcomes for pupils shows the gap between Pupil Premium and Non Pupil premium children in closing Class teachers demonstrate a high level of knowledge of children's individual needs of Pupil Premium Children and interventions and support are put in place quickly. Lightning Squad interventions in place to improve GPC and fluency

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments, tracking and recording systems</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, 6
<p>CPD for all staff – phonics and purchase of additional phonic materials to ensure high quality teaching and additional targeted sessions targets at disadvantaged pupils can take place</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 to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand EEF</p>	1, 3, 4
<p>CPD maths – NCTEM mastery programmes</p>	<p>Mastery Toolkit Strand EEF</p>	2, 4
<p>Purchase of CPOMS software</p>	<p>Use to track behaviour, safe guarding and welfare issues - these areas are know to disproportionately affect disadvantage pupils.</p>	4, 5

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 EFF	1, 2, 3, 4,
Teaching Assistants provide range of interventions and classroom support for children identified in internal data as falling behind age related expectations in W,R,M – this includes phonics, SALT intervention as well as targeted input linked to gaps in maths and writing.	Small group Tuition ToolKit EFF Teaching assistant intervention toolkit EFF	1,2,3,4,

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

Budgeted cost: £925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding available for – extracurricular provision, residentials, school trips, uniform	Outdoor Adventure learning Toolkit EFF School Uniform Extending School time Tool kit EFF	1, 4, 5

Total budgeted cost: £ £8925.00

Externally provided programmes (not purchased by PP money)

Programme	Provider
TT Rock Stars	Literacy Shed
Numbots	Wellcomm (Catch up Money)
Success for All Phonics	FFT