

# HEAP BRIDGE VILLAGE PRIMARY SCHOOL



## Pupil Premium Strategy

Headteacher  
Mr M Cockcroft

2020 - 2023  
Last updated: December 2021

**1. Summary information**

<b>Statement authorised by:</b>	<b>Marcus Cockcroft</b> (Headteacher)	<b>Pupil premium lead/champion:</b>	<b>Katharine Collingwood</b> (Deputy Headteacher)	<b>Governor lead:</b>	<b>Marc Kemp</b> (Governor)
---------------------------------	--	-------------------------------------	--	-----------------------	--------------------------------

**Part A: Pupil premium strategy plan:**

<b>Funding overview:</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
N° pupils in school (proportion eligible for PPG)	175 (35 pupils/20%)	174 (28 pupils/16%)	171 (38 pupils/16%)
Pupil premium funding allocation this academic year	£47,075	£27,600	£52,630
Recovery premium funding allocation this academic year	Catch-up premium (7/12 <sup>ths</sup> ) £8,120	(28 pupils) £4,060	(35 pupils) £5,670
Pupil premium funding carried forward from previous years	£ 0	£ 0	£ 0
<b>Total budget for academic year</b>	<b>£55,195</b>	<b>£31,660</b>	<b>£58,300</b>

**School Principles for the allocation of pupil premium funds:**

- We ensure that the teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils within vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially or academically disadvantaged. We also recognise through national data that disadvantaged pupils have been disproportionately affected by the impact of the Covid-19 pandemic and subsequent school closures.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. We will identify groups of pupils where underperformance exists and target our resources to tackling it, ensuring that whole-school approaches are considered alongside targeted and researched intervention.
- We will continue to refine our current menu of intervention strategies, focused on a post pandemic recovery plan, providing a higher level of evidence to evaluate impact and targeting our resources to ensure the highest impact and best possible value for money.

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

No	Challenges:
1	Internal baseline data typically shows that the 'disadvantage' group of pupils starting in Reception enter school with lower (often much lower) levels of development in the Prime Areas, especially Communication & Language and PSED.
2	Internal baseline data typically shows that the 'disadvantage' group of pupils starting in Reception enter school with lower (often much lower) levels of development in literacy i.e. early reading & phonics.
3	Internal tracking data typically shows that, without intervention, pupils considered to be disadvantaged achieve below, if not well below their peers across reading, writing and mathematics (RWM) in both KS1 and KS2. This is reflected in national data trends.
4	Internal tracking data shows, pupils eligible for PPG funding are often disadvantaged across more than one indicator <i>i.e. persistent absentee/attendance, safeguarding (SVCR), CP, SEND, LAC, behaviour, EAL...</i>
5	Without intervention and support, the attendance for this group (and number of PAs) is historically lower than non PPG pupils. This is reflected in national data trends.
6	Our most challenging families do not always readily engage with school and the support mechanisms on offer.
7	Internal surveys suggest that our most disadvantaged pupils, compared to their peers, have less access/membership to clubs, sports and wider experiences/activities.

**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
1	Improved communication and language outcomes by end of Reception.	Higher % of disadvantage pupils achieve in this area at the end of EYFS than during baseline <i>i.e. 2021-22 - 0% GLD in baseline to 80% targeted for GLD at EOYFS.</i>
2	Early identification of disadvantaged pupils results in a clear analysis of where individual pupils may need support and how school resources are allocated. Pupils considered disadvantaged make good progress against their peers.	Disadvantaged pupils make good progress across EYFS and achieve well against their peers. Any attainment gaps identified during baseline assessments have been narrowed across the year. <i>This will be evidence as above and through our recording of pupil progress &amp; monitoring meetings.</i>
3	Reduce the accumulative impact of recognised barriers to progress (by holistic approach to support around a child).	Disadvantaged indicators <i>i.e. attendance, behaviour incidents</i> for individual pupils/PPG group improve overtime <i>(or escalation of support is evident). Evidenced through individual pupil records and termly summary reports to governors.</i>

4	To improve levels of attendance for all pupils but particularly those whose attendance becomes a barrier to well-being and/or achievement.	Pupils eligible for PPG reach equally high levels of attendance as other pupils – <i>annual target 97%</i>
5	Improving attainment in reading, writing & mathematics (RWM) among disadvantaged pupils.	Attainment gap between RWM outcomes in EYFS and EOKS1 are reduced further or impacted on to further positive affect. <i>To be reported annually.</i> Attainment gap between RWM outcomes in EOKS1 and EOKS2 are reduced further or impacted on to further positive affect. <i>To be reported annually.</i>
6	Continue to target improved behaviour & well-being for individuals and groups of pupils with social and emotional difficulties - to reduce barriers to learning.	Clear mechanisms of identification and intervention are evident for pupils requiring higher levels of support and guidance with self-regulation and managing social and emotional impacts on learning & behaviour. <i>Clear improvements are evidenced over time for individual pupils requiring intervention through individual behaviour records.</i>
7	To reduce barriers to access wider curriculum opportunities and enhancements for PPG pupils.	PPG pupils enjoy equal (proportionate) access to extra-curricular clubs and activities. <i>Evidenced in termly reports to governors.</i>

**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)					
Challenge No	Activity	Evidence that supports this approach	2020-21	2021-22	2022-23
1 / 2 / 3	Pupil Premium Champion (PPC) - To plan, co-ordinate, deliver, monitor & evaluate interventions for our most vulnerable pupils. SEND provision.	Successful strategy/targeting of resources used in previous year.	£25,000	£25,000	£25,000
1 / 2	Capitalise on (previous years of CPD) expertise of specialist leader for Early Year and English & Early Reading lead (English Hub) through secondment to non-teaching SLT role. Coaching, monitoring and developing practice in EYFS and KS1.	<a href="#">EEF Early Years Toolkit</a>		£10'000	£10'000
<b>Total budgeted cost</b>			<b>£25,000</b>	<b>£35,000</b>	<b>£35,000</b>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)					
Challenge No	Activity	Evidence that supports	2020-21	2021-22	2022-23
1 / 2	Elkan training for teaching staff in EYs & Y1. Focus on early identification and assessment of gaps in children's speech and understanding. Developing vocabulary and supporting through Blank's level questioning.	<a href="#">EEF Early Years Toolkit</a> Part of the Rochdale Communication Project	£400 (training) £1000 (5 days – training) £400 (resources)  (x2yrs) £1800	£1400	-
1 / 2	WellComm (speech and language toolkit) training for teaching staff in EYs. Focus on early identification of any speech and language difficulties or delays.	<a href="#">EEF Early Years Toolkit</a> Part of the Rochdale Communication Project	£500 (online resource) £800 (4 day implementation-x3yrs) £1300	£800	£800
1 / 2	Implement new Phonics programme with clear and structured 'keep up' and 'catch up' intervention programmes built in throughout the year.	<a href="#">EEF Early Years Toolkit</a>		£ 750 (subscription) £1000 (implementation) £3000 (resources) £4750	£1750
3	Investment in a greater range of diagnostic assessments to support early identification of SEND/intervention priorities and range of cognitive barriers to learning.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a>	£1500	£1000	£500
2 / 3	Use of NTP funding to engage with National Tutoring Programme. Focus on raising attainment and narrowing gaps of targeted groups of pupils – particularly those considered disadvantaged.			£4060 (NTP funding) £1015 (PPG funding)  <i>Third Space Learning</i> £5075	£5670 (NTP funding) £3780 (PPG funding)  £9450
<b>Total budgeted cost</b>			<b>£4,600</b>	<b>£13,025</b>	<b>£12,700</b>

<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>					
<b>Challenge No</b>	<b>Activity</b>	<b>Evidence that supports</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
4 / 5 / 6	Learning Mentor (targeted support 2.5 days per week) - To plan and deliver intervention to our most vulnerable pupils & families ensuring high levels of engagement & attendance.	Successful strategy/targeting of resources used in previous years – internal evidence of high impact.	£22,000	£22,000	£22,000
3	Ensure adequate devices to support, engage and give sufficient access to online / remote learning for all pupils in need – but especially disadvantaged pupils where not present in school (as a result of Covid-19)	DfE	£5800	N/A	N/A
6	Well-Being Warriors – social and emotional intervention programme.		£1500	£1500	£1500
6	Contributions to school trips/educational visits/residential		£1000	£1000	£1000
7	Contributions to extra-curricular activities (Inc. B&A school provision)		£500	£500	£500
<b>Total budgeted cost</b>			<b>£30,800</b>	<b>£25,000</b>	<b>£25,000</b>

<b>Review of funding (to date):</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Teaching	£25,000	£35,000	£35,000
Targeted academic support	£4,600	£13,025	£12,700
Wider strategies	£30,800	£25,000	£25,000
<b>TOTAL TARGETTED PUPIL PREMIUM SPENDING:</b>	<b>£60,400</b>	<b>£73,025</b>	<b>£72,700</b>
Total Pupil Premium Budget	<b>£55,195</b>	<b>£31,660</b>	<b>£58,300</b>
Surplus (carry forward) / Deficit (use of ISB)	-£5205	-£41,365	-£14,400

## 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.

#### Data Outcomes

##### EOKS2 2022

###### Attainment Analysis - Groups (% at or above expected)

Year 6 - 2022	Gender		Vulnerable						Disadvantage				Ethnicity		Term of Birth			Cohort
Groups	M	F	SEND	nonSEND	SW	LAC	SVCR	Attend...	PPG	nonPPG	FSM	IMD <15	Ethnicity	EAL	Aut	Spr	Sum	
Number	13	12	9	16	1	1	5	4	7	18	5	13	1	0	11	2	12	<b>25</b>
Percentage	52.0%	48.0%	36.0%	64.0%	4.0%	4.0%	20.0%	16.0%	28.0%	72.0%	20.0%	52.0%	4.0%	0.0%	44.0%	8.0%	48.0%	
Reading	69.2%	75.0%	55.6%	81.3%	0.0%	0.0%	40.0%	75.0%	71.4%	72.2%	80.0%	53.8%	0.0%		81.8%	50.0%	66.7%	<b>72.0%</b>
Writing	61.5%	83.3%	55.6%	81.3%	0.0%	0.0%	60.0%	75.0%	57.1%	77.8%	80.0%	61.5%	0.0%		63.6%	100.0%	75.0%	<b>72.0%</b>
Mathematics	92.3%	66.7%	66.7%	87.5%	0.0%	0.0%	40.0%	50.0%	71.4%	83.3%	80.0%	76.9%	0.0%		72.7%	100.0%	83.3%	<b>80.0%</b>
EGPS	92.3%	83.3%	88.9%	87.5%	0.0%	0.0%	60.0%	50.0%	71.4%	94.4%	80.0%	92.3%	100.0%		90.9%	100.0%	83.3%	<b>88.0%</b>
RWM	46.2%	58.3%	33.3%	62.5%	0.0%	0.0%	20.0%	50.0%	28.6%	61.1%	40.0%	46.2%	0.0%	#DIV/0!	54.5%	50.0%	50.0%	<b>52.0%</b>

##### EOKS1 2022

###### Attainment Analysis - Groups (% at or above expected)

Year 2 - 2022	Gender		Vulnerable						Disadvantage				Ethnicity		Term of Birth			Cohort
Groups	M	F	SEND	nonSEND	SW	LAC	SVCR	Attend...	PPG	nonPPG	FSM	IMD <15	Ethnicity	EAL	Aut	Spr	Sum	
Number	9	13	3	19	0	0	0	4	6	16	6	15	5	3	5	7	10	<b>22</b>
Percentage	40.9%	59.1%	13.6%	86.4%	0.0%	0.0%	0.0%	18.2%	27.3%	72.7%	27.3%	68.2%	22.7%	13.6%	22.7%	31.8%	45.5%	
Reading	55.6%	69.2%	0.0%	73.7%				25.0%	66.7%	62.5%	66.7%	60.0%	40.0%	0.0%	80.0%	42.9%	70.0%	<b>63.6%</b>
Writing	44.4%	76.9%	0.0%	73.7%				25.0%	66.7%	62.5%	66.7%	66.7%	60.0%	0.0%	80.0%	42.9%	70.0%	<b>63.6%</b>
Mathematics	77.8%	69.2%	0.0%	84.2%				50.0%	100.0%	62.5%	100.0%	73.3%	40.0%	0.0%	80.0%	71.4%	70.0%	<b>72.7%</b>
EGPS	55.6%	69.2%	0.0%	73.7%				25.0%	66.7%	62.5%	66.7%	60.0%	40.0%	0.0%	100.0%	28.6%	70.0%	<b>63.6%</b>
RWM	44.4%	69.2%	0.0%	68.4%				25.0%	66.7%	56.3%	66.7%	60.0%	40.0%	0.0%	80.0%	42.9%	60.0%	<b>59.1%</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>
	Little Wandle Phonic Programme	Little Wandle
	The Write Stuff	Training Space (Jane Considine)
	The Spelling Book	Training Space (Jane Considine)
	IDL Spelling intervention	IDL solutions
	Mighty Writer	Mighty Writer Ltd
	PenPals (handwriting)	Cambridge University Press
	White Rose Maths	White Rose
	TT Rockstars (KS2) / Numbots (KS1)	TT Rockstars
	Charanga (music curriculum)	Charanga Ltd
	CPOMs – for recording safeguarding/CP concerns	CPOMS
	SCARF (RSHE curriculum)	Coran Life Education
	R.E. Today (R.E. curriculum)	Rochdale Agreed Syllabus
	P.E. Passport (P.E. curriculum)	P.E. Passport Ltd
	Teach Computing (computing curriculum)	NCCE (funded by DfE)
	3 <sup>rd</sup> Space Learning (maths online intervention)	3rd Space Learning Ltd