

Pupil premium strategy statement Heyhouses Endowed C.E. Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	599
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Elizabeth Hodgson
Pupil premium lead	Elizabeth Hodgson
Governor / Trustee lead	Mike Wiseman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£198,510

Part A: Pupil premium strategy plan

Statement of intent

The staff and governors at Heyhouses Endowed C Of E Primary School are dedicated and committed to supporting all children as individuals. It is our intention that all pupils, irrespective of their background or the challenges they face, are encouraged to reach their full potential in all areas of personal and academic development.

All children at Heyhouses are entitled to experience a rich variety of learning experiences, however we recognise that pupils in receipt of pupil premium funding may face specific barriers that other children do not face. By identifying and removing these barriers, wherever possible we are able to give all of our pupils the opportunity to flourish. Heyhouses C of E Primary School currently serves a diverse socio-economic community. Pupils in receipt of pupil premium funding make up 22% of the pupil population. We aim to include these identified pupils within our tiered approach to pupil premium spending.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To ensure the attendance of pupils in receipt of pupil premium is at least in line with that of peers in school.
- To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.
- To ensure the well-being needs of all pupils in receipt of pupil premium funding are met effectively so that they are able to engage positively with all aspects of the curriculum and wider school life.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their 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 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. 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.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they 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.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and Communication Need/Vocabulary deficit Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Attainment and Progress in Reading Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with achieving the expected standard, in reading and particularly in writing.

3	Attainment and Progress in Maths Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, more of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.
4	Mental Health and well being Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family challenges and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5-10% lower than for non-disadvantaged pupils. More disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils.	Evidence that children's vocabulary is regularly challenged and broadened • Children are confident in using a wider range of vocabulary across subjects • Parents/carers informed of the vocabulary being taught in school • Children with identified speech and communication needs are supported in school • Training for staff ensures a higher level of vocabulary is being used with and modelled for children • Children have regular planned opportunities to talk with others in class, and in a variety of situations with varied audiences

	• The school works effectively with external speech and language support services to ensure that needs are quickly identified and pupils receive prompt support
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
To provide every pupil with regular opportunities to partake in experiences which increase their social currency and expand their knowledge, skills and understanding	A wide range of school visits, visitors and experiences are provided, all PP pupils expected and supported to attend • The number of pupil premium children taking part in extra curricular activities is increased • Pupils' knowledge, vocabulary and cultural capital is improved, shown thorough pupils voice • Pupils in receipt of pupil premium funding are actively encouraged and supported to take part in sports, music and the arts. • Extra-curricular clubs and school events provide pupils with the opportunity to widen appreciation of life in Britain and the wider world.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • Early identification of pupils at risk of Persistent Absenteeism. • Whole school understanding of attendance expectations • Heyhouses' graduated response to absence" is consistently employed throughout the school year. • Reduction in the number of children in receipt of pupil premium who are classed as persistent absentees. • Increase in the yearly % attendance for all pupil premium pupils so that it meets the school target of 96%

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff to attend Great Teaching courses focussing on “responsive and adaptive teaching” teaching.	EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1 The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2,4
Essential Letters and Sounds, systematic, synthetic phonics programme – Whole school training	EEF Toolkit – Phonics: Phonics Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	2,4
Collaboration with the Maths Hub to support fluency, Mastery and challenge across all key stages. Maths Lead to support all staff and identify key training needs	EEF Mathematics guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2,3,4
Collaboration with English Hub to support	EEF Literacy guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1	2,3,4

raising standards through professional development opportunities and sharing of best practise	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF Purchase of My Happy Mind	4

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3

Tutoring will be implemented with the help of DfE's guide: <u>Tutoring: guidance for education settings</u>		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered following training with our local English hub.	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: <u>Phonics Teaching and Learning Toolkit EEF</u>	2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions Teaching and Learning Toolkit EEF</u>	1
Deliver targeted interventions to pupils identified during pupil progress tracking meetings	EEF Toolkit – Targeted support: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/ Some pupils may require additional support alongside high-quality teaching in order to make good progress.	2, 3, 4, 5
Effective deployment of staff including Teaching Assistants to support identified children and year groups. High ratios of support during core subjects.	EEF guidance – Use of Teaching Assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/ Research on TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1,2,3,4, 5
Commission of external speech, language, and communication support such as SALT	Royal College of Speech and Language Therapists and NAHT Guidance for effective practise: https://www.rcslt.org/wp-content/uploads/2021/08/Education_Guide_Final_A4_split.pdf	2,3,4,5

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

Budgeted cost: £ 48,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily attendance monitoring and support	Government guidance on improving attendance: Rigorous attendance systems – telephone calls, home visits, pupil transport, attendance support plans, https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance	1,2,5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Readily available well-being and pastoral pupil support - Pastoral manager and Senior Mental Health Lead	EEF guidance – Social and emotional learning: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	2,5
Lego Therapy	https://www.sciencedirect.com/science/article/abs/pii/S1936657416301728 The findings in this review suggest that LEGO® therapy has the potential to improve social and communication skills (e.g., building friendships, social interactions and social competence)	2, 4, 5

Continued pupil support from ELSA trained staff member	ELSA impact reviews: https://www.elsanetwork.org/elsa-network/ Specifically trained teaching assistant develops and delivers individualised support programmes to meet the emotional needs of pupils	2,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Professional development covering Trauma Informed Approaches for staff working regularly with our most vulnerable families	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8357891/ Given the significant impact and almost universal experience of trauma, there is an urgency to creating schools that can counter trauma's effects and become cultures of safety and care, offering optimal teaching and learning environments, allowing all children and young people every opportunity for success	1, 2, 5
Whole school enrichment entitlement mapped out from YR-Y6 including regular opportunities to visit museums, galleries, libraries. All children to visit the beach at least once a year.		
Development and implementation of Forest School/Wild at Heart across whole school	Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/	1,2,3,4,5

Total budgeted cost: £198,510

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous two academic years, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that during the previous two academic years progress for our disadvantaged pupils was good.

In reading from Year 5 to Year 6 89% made expected or better progress and 53% made good or better progress.

In Writing from Year 5 to Year 6 100% made expected or better progress and 84% made good or better progress.

In Maths from Year 5 to Year 6 89% made expected or better progress and 37% made good or better progress.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that further measures were needed to address the gaps.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present working hard to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that improvements were made on an individual basis but that some measures needed longer to embed.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Measures in place for the next three years, are aimed at addressing this gap.

Externally provided programmes

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

Programme	Provider
None	