



Heathcoat Primary School 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	Heathcoat Primary
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	81 children (23%)
Academic year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended</i>)	2021/22 22/23 23/24
Date this statement was published	Dec 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Demelza Higginson
Pupil premium lead	Becky Budden
Governor / Trustee lead	Flora Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137, 115

Recovery premium funding allocation this academic year	£14,645
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	£151,760

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Heathcoat Primary School is that all pupils, irrespective of their background or the challenges they face, embrace their learning, build their social and physical well-being and make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 approach will be responsive to common challenges faced by disadvantaged pupils and also to the individual needs of the pupils in our school. Teachers are involved in the analysis of data and identification of pupils and therefore are aware of the strengths and weaknesses and can provide targeted responses. We understand that the disadvantaged children in our school may have more complex family situations that impede them from being able to flourish. The challenges are varied and there is no 'one size fits all'. Our approach will be rooted in 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

In addition, we will use the following guiding principles to support the disadvantaged children at our school:

- ensure that all disadvantaged children are known, cared-for, noticed and understood by all teachers and support staff. We consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual needs and aspirations.
- We focus on developing the whole child; noticing their talents, academic achievements and acknowledge, and address as appropriate, the unique barriers that they may face.

- Every disadvantaged child will be prioritised for enriching academic and extra-curricular opportunities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Weak language and communication skills</p> <p>A significant proportion of Nursery and Reception pupils start HPS with communication and language skills significantly below age related expectations. This has been further impacted by Covid. Although they make good progress in the EYFS, this is not sufficient for them to reach age related expectations by the end of Reception and impacts heavily on their ability to access the National Curriculum as they progress through school. Vocabulary gaps are evident from reception to KS2 and are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Low attainment in reading</p> <p>A high proportion of PP children are not meeting the expected standard in Reading at the end of KS1 and are leaving the key stage unable to read fluently. Assessments, observations and discussions with pupils suggest that disadvantaged pupils have greater difficulties with phonics than their peers. This impacts on their ability to fully access all subjects as they progress through KS2.</p>
3	<p>Low attainment in reading, writing and maths</p> <p>A high proportion of PP children leave KS2 not meeting the expected standard in Reading, Writing and Maths.</p> <p>In October 2020 on entry to Reception class, the percentage of PP children who were working at expected levels in Literacy was: reading 20%, writing 20% compared to the non-PP children reading 49% and writing 54%. For Maths, the percentage of PP children at expected levels were number 60% and shape, space and measure: 20% compared to their non-PP peers' number 89% and SSM 63%. A gap between PP and non-PP remains steady to the end of KS2.</p>
4	<p>Attendance issues</p> <p>Although attendance for PP children over the past academic year has improved, we recognise in the current climate we need to continue to target, closely monitor and support PP pupils so this continues to improve. A higher percentage of persistent absentees were PP children in the last academic year in comparison to non-PP pupils, which has a significant impact on their ability to learn, achieve and succeed.</p>
5	<p>PP children at more of a disadvantage following lockdown learning</p>

	<p>Due to the Coronavirus, which resulted in school and bubble closures, a proportion of PP children found it challenging to fully access the remote learning. Laptops and dongles were supplied. Parents shared, through questionnaires and conversations with staff, that they did not feel confident in supporting their child with remote learning.</p> <p>During lockdown every cohort has had different experiences. Some children have been able to access more of the curriculum than others, with some having more adult support at home than others. Identifying what is needed for each cohort and child is essential to supporting them with their learning.</p>
6	<p>Social and emotional issues and complex family situations</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, partly due to a lack of extra-curricular opportunities both in and out of school during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. The number of people open to social care has increased significantly since the return to school. Pupils eligible for PP have on average experienced more Adverse Childhood Experiences.</p> <p>Teacher referrals for support have markedly increased during and since the pandemic. In 2020-21 64 pupils (13 disadvantaged) required additional support with social and emotional needs and were receiving 1:1 or small group interventions. This equates to 14% of non-PP and 19% of PP children.</p>
7	<p>Parental engagement and support from home.</p> <p>At the final parent consultation of the 2019-20, of the 53 PP parents who were eligible for parent consultation meetings, 38% of disadvantaged pupil parents did not attend meetings. This has improved in 2022 –see review.</p> <p>We are considering ways in which we can support parents more with reading and learning at home. Some pupils do not have access to technology in order to connect them with platforms such as Google Classrooms, MyMaths, TT rock-stars.</p>

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 language and oral communication skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary use among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

	<p>Pupils at the end of EYFS will achieve ARE on their language link assessment unless a SEND need is identified.</p> <p>The percentage of PP children reaching the expected standard for communication and language is in line with or above the LA average (2019 - 69% GLD).</p>
Improved phonics passes for children in KS1	<p>Results have shown an improvement in phonics in KS1 with all but 2 children achieving expected outcomes at the end of KS1. One child was PP with SEN and we are targeting these children with appropriate support to ensure that they make the required progress. Data shows that the percentage of PP children reaching the expected standard is in line with, or above National average for PP children. We aim for more than 80% of disadvantaged pupils without SEN to meet the expected standard.</p>
<p>Improved reading, writing and maths attainment among disadvantaged pupils.</p> <p>Quality first teaching and targeted intervention meets the needs of all pupils, particularly our disadvantaged pupils.</p>	<p>KS2 outcomes for RWM show that the percentage of PP children reaching the expected standard at the end of KS1 is in line with, or above National average for PP children. All PP children are making good progress from their starting points and that PP children without SEND are achieving in line with national average at the end of KS2.</p> <p>High engagement with learning for PP to be gathered by qualitative data from pupil voice and teacher observations.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant reduction in red or yellow behaviour sanctions
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Attendance to be no less than the National target of 96% and for the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils who are persistently absent to be less than 10%.

Increased parental engagement and support from home	<ul style="list-style-type: none"> • Increase in the number of parents of PP eligible children attending parent consultations. • All PP children to read at home. • PP children complete homework that is set. • Phone calls home to celebrate successes.
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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: £75,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>(NFER for years 3, 4 and 5 – Aut, Spring, Summer, and year 1 in Summer term)</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, 2, 3, 5, 6
High quality teaching	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Teachers will evaluate closely to ensure misconceptions are addressed and that personalised learning takes place.</p>	1, 2, 3

<p>Wellcomm Language assessment for all children in nursery. Speech link assessment for all children in reception.</p>	<p>The WellComm toolkits have been developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1</p>
<p>Purchase of RWI scheme to secure stronger phonics teaching for all pupils.</p> <p>Training for staff to ensure teaching is assessments are interpreted and administered correctly.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time. CPD for staff - Teaching for Mastery.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>3, 5</p>
<p>Improve the quality of social and emotional learning (SEL) through jigsaw scheme</p>	<p>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):</p>	<p>6</p>

<p>and wider opportunities within curriculum and school life.</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	
<p>Enhancement of writing/reading.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Babcock literacy resources and CPD.</p> <p>Library development.</p> <p>New texts for teachers.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Library will be revamped and enhanced, with support from Babcock advisors. The reading spine has been improved and will be further enhanced.</p> <p>Texts for teachers have been agreed to ensure access to diverse, challenging and engaging texts to teach reading and writing.</p>	<p>3, 5</p>
<p>Staff training regarding effective feedback and marking.</p> <p>Regular AFL to ensure PP children experience success and celebrate the acquisition of key learning objectives.</p> <p>Feedback prioritised for PP children.</p>	<p>There is clear evidence that feedback, whether it's verbal or written, can have a high impact on learning outcomes. Feedback should be when work is correct as well as when incorrect.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>3</p>
<p>CPD programme sustained and scaffolded to meet DA SIP priorities RWM.</p>		<p>3</p>

Knowledge organisers to be introduced in foundation subjects.	Knowledge organisers can mean less of a pressure on working memory and create space for retrieval. They can increase the recall of facts and are a tool to enable pupils to refer back to. When sent home, these can also help to increase parental engagement.	5, 7
Actions for underachieving PP children discussed in pupil progress meetings.		1,2,3,4,5,6
Reading comprehension strategies	The EEF shows that on average, reading comprehension approaches deliver an additional 6 months progress. Successful approaches allow activities to be carefully tailored to pupil's reading capabilities and challenge them without overwhelming. We have purchased Literacy Shed for planning resources to deliver effective guided reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3

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

Budgeted cost: £37,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Reading intervention –phonics	The EYFS lead teacher and another reading teacher will deliver targeted, rapid interventions. 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Fresh start reading phonics intervention for children in upper KS2	Freshstart is a catch-up literacy intervention for pupils at risk of falling behind their peers. It provides systematic and rigorous practise in phonics. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start#:~:text=Completed%20Jan%202014-.The%20project,after%20completion%20of%20the%20intervention.	3

Wellcomm Language & Speech link interventions as required.	PP children are prioritised. Strategies to be shared with parents.	1, 7
Language link Naomi Speech therapy	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,3
Precision Teaching training.	Precision Teaching plans to meet the needs of an individual child who is experiencing difficulty with acquiring or maintaining some skills. It is an effective teaching strategies for ensuring high levels of fluency and accuracy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://develop.clf.uk/content/pedagogy/precision-teaching-an-introduction/	3
DA pupils prioritised for pupil voice and for all relevant interventions as identified to be appropriate. Parents informed.	Quickly identifying gaps in learning and prioritising PP children to try to close the gap or enable children to catch up.	2,3,5, 7

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

Budgeted cost: £37,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance release time for staff to develop and implement procedures.	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
Pastoral worker – attendance	Pastoral worker to speak to those children with attendance issues to offer emotional support and help to remove potential barriers. Help with school refusal. PP and PA children being priority (persistent absentees who are pupil premium).	4, 6
Accelerated reader	Independent research showed that children made on average 18% more progress with AR compared to other reading programmes	3
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
Extra-curricular activities and curriculum enrichment.	<p>Many benefits are cited for attending extra-curricular clubs including, stress managements, finding their talent, confidence, development of social skills. Also an opportunity for staff to develop relationships with children.</p> <p>https://homeeducator.com/extracurricular-benefits/ https://hammondpsychology.com/how-extracurricular-activities-help-child-development/</p> <p>Attendance would be prioritised for PP pupils. Book visits to theatres/visiting theatres to school. Attendance prioritised for PP children. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	4, 6
Increasing parental engagement - especially of Pupil premium children.	<p>Encouraging parents to attend parents evenings, plays, wider aspects of the school life.</p> <p>Following up with phone calls if parents of pupil premium children do not attend parent consultations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4, 6
Further developing the school behaviour policy - relational approach.	<p>Developing relationships and a sense of belonging for children. Teachers create an atmosphere where all feel valued, where the life chances of all children are improved and where children take with them the ability to form meaningful and caring relationships.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	6

Calm club at lunchtimes.	<p>Managing and supporting children's behaviour via a lunchtime club.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Allow children a calm space and some creative time and also encourage social skills so that they are ready to learn. An MTA will run this club.</p>	6
Pastoral team & mental health ambassadors	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Utilising our pastoral team and mental health ambassadors, and family support worker. To develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</p>	6, 7

Total budgeted cost: £151,760

Externally provided programmes

Programme	Provider
Accelerated reader	Renaissance
My Maths – KS2 maths homework	My Maths
TT rockstars	Maths Circle
Numbots	Maths Circle
Nessy Learning – dyslexia support	Nessy Learning
Wellcom – speech and language toolkit	GL Assessment

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.

Our internal assessments show that RWI has had a positive impact on outcomes for pupil premium children. As a cohort, 42 out of 44 children (95%) left KS1 having secured a pass, and the appropriate skills in phonics, including grapheme recognition, blending and segmenting. 91% of disadvantaged children passed the phonics (10 out of 11 children) alongside 97% of non-disadvantaged children (32 out of 33 children) RWI groups are reviewed at least 6 weekly as a minimum, so that children are being targeted according to their needs. Interventions are in place to provide quick targeted response to children's needs at other times of the day. Training for staff is ongoing and regular daily learning walks by the RWI lead provide support for teachers and children.

Children having issues with speech and language is a national problem. At HPS, speech and language are assessed for all children on entry to nursery and reception classes in the first 2 weeks of them starting. From that starting point, children are targeted as a whole class as well as individually for specific needs. Since covid we have noticed more children attending nursery with language and speech issues, including many children having dummies. This impacts on the parts of the mouth not working as effectively and therefore nursery staff are working with parents to support them in making necessary changes. All staff are made aware of each child's speech and language needs, they know what questions they should be using, and vocabulary triangles are used based on topic words. We are continuing with Wellcom and identifying the gaps early so that they can be tackled promptly.

Work in RWI and in Vipers KS2 guided reading sessions also focus specifically on vocabulary.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Further CPD is being provided for staff to ensure that teaching is meeting the needs of all learners in every lesson, with a keen focus on maths. The effectiveness of our QFT is reviewed regularly as part of the EQ monitoring cycle of work scrutiny, learning walks, pupil voice, lesson observations. Interventions are monitored and adapted to ensure that they meet the needs of individual pupils.

Persistent absence among disadvantaged pupils was 10% higher than their peers in 2021/22. We continue to prioritise attendance for all pupils and continue to work closely with the parents of all disadvantaged pupils, speaking regularly to them and arranging support meetings to raise attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during COVID-19 and this continues to be the case for some children, and in particular pupil premium children. A lunchtime calm club runs alongside other extra-curricular clubs, and PP pupils are given priority for attending. We have a strong focus on mental health and wellbeing and the pastoral support team work closely with the SEND team and teachers to ensure that children are well supported.

Engaging parents of pupil premium pupils continues to be a priority. We were pleased to have made significant progress in this area as, at the most recent parent consultation meetings from year 1 to year 6, only 5 parents of disadvantaged pupils did not attend a meeting. (This improved from 38% of PP parents not attending at the previous parent consultation meetings). In November, teachers contacted disadvantaged parents if they were unable to attend and provided feedback at an alternative time. We understand how building relationships with parents is an essential part of improving engagement with school and improving attendance as well as educational outcomes.

Further information (optional)

Additional activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Focussing on embedding more effective practice around feedback during learning walks and informal classroom drop ins. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Improved aspirations and being more ready and willing to learn. Assemblies with outside visitors. (What's my job?) Aspirational ex pupils discussed in assemblies and posters on wall.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we have evaluated the impact of previous activity as well as considered what is needed for the current cohorts of children.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate the PP targets strategy document targets over the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Teachers and TAs know who the disadvantaged children are and prioritise them, for example checking their understanding once a task has been set, giving 'in the moment' verbal feedback during lessons, marking their books first each day.

For disadvantaged children with SEND and/or in lowest 20%, as with all our other 'lowest 20%' children and SEND children, some specific intervention is provided.

In Maths, this is typically being part of a small group within class, taught by the teacher or Teaching Assistant. In Reading and Writing, this is largely through phonics interventions (e.g., RWI tutoring, RWI Fresh Start). The focus is on developing reading first and using this skill and confidence to boost writing.